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ABSTRACT

Indicators in this report assess the status of the nation's Great City Schools in relation to the National Urban Education Goals in 1992-93 and how they compare with their status in 1990-91. The National Urban Education Goals, based on the National Education Goals established in the Fall of 1989, address the unique and pressing needs of urban schools. This report marks the second cycle of data collection on these goals and permits the development of a trend line for progress in urban schools. Indicators are given for the urban-education goals of (1) readiness to learn; (2) increased graduation rates; (3) improved academic achievement; (4) quality teachers; (5) postsecondary opportunities; (6) safe and caring school environments; (7) equitable and adequate funding; and (8) increased parental involvement. Findings of this second report make it clear that areas in which improvement is particularly needed are achievement, reduction of the dropout rate, recruitment of teachers of color, and building repair and renovation. The strongest conclusion to be drawn from this review of statistics is that the nation is getting what it pays for in urban education. It is patently unfair that the neediest children are receiving the lowest amounts of resources per child. Data are presented in 122 figures and 5 tables. (SLD)

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National Urban Education Goals: 1992-93 Indicators Report

Council of the Great City Schools
September, 1994

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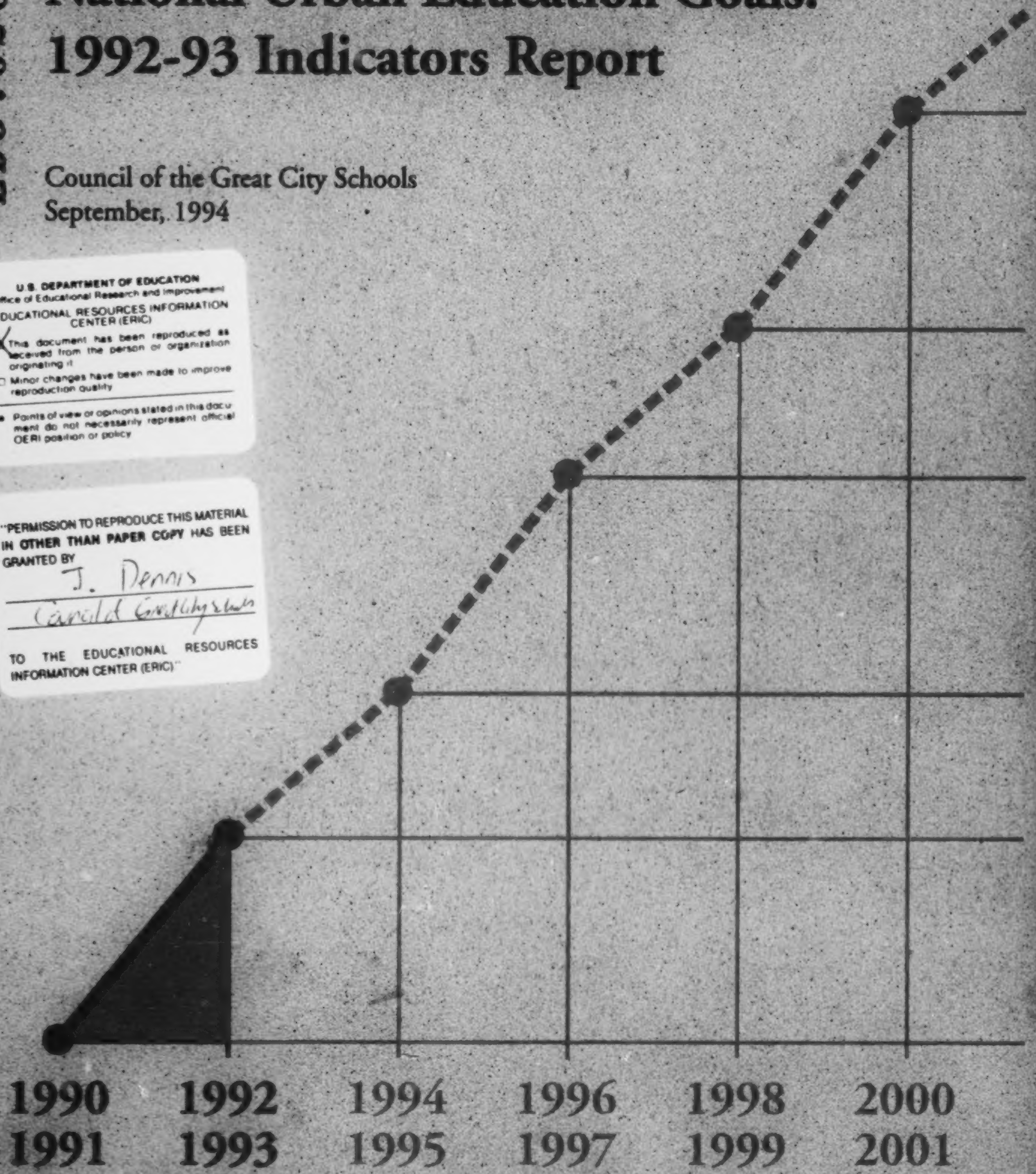

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National Urban Education Goals: 1992-93 Indicators Report

Council of the Great City Schools
September, 1994

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1990
1991
1992
1993

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Foreword

On behalf of the Council of the Great City Schools, we are pleased to present this report assessing where our nation's Great City Schools were on the National Urban Education Goals in 1992-93 and how they compare to where they were in 1990-91. Based upon the National Education Goals established by the President and Governors in Fall 1989, the National Urban Education Goals address the unique and pressing needs of urban schools and provide an enabling set of targets on the way toward the national goals. Like most of the public, the Council believes that adopting goals and standards is an empty gesture without assessing our progress on them and holding ourselves—and others—accountable for the results.

In November 1989, the Council's Board of Directors resolved to develop both a set of national urban goals and federal legislation to assist urban schools in meeting those goals. Those goals were developed and like the national goals had two more added in the last two years; and a version of the Council's proposed "Urban Schools of America (USA)" bill has been included in the reauthorization of the federal Elementary and Secondary Education Act. In January 1990, the Council's Executive Committee initiated the National Urban Education Summit which was held in January 1991, and in July 1990, agreed to assess urban school progress toward the goals through a series of statistical indicator reports of which this is the second.

The publication of the first indicators report marked the end of the first stage in our long run efforts to improve urban education in this nation. The second phase will consist of further indicator reports and the development and implementation of a generic national blueprint for the reform and attainment of those goals, spelling out who will be responsible for which pieces. This will be accompanied by the naming of a National Commission on Urban Education to provide outside guidance to the work of the Council's Urban Education Task Force now drafting the blueprint.

We realize, more than ever, that to get the help we need that we have to be more open to those who offer assistance, more creative in getting those who have not helped to do so, and more accountable for the results. By presenting these data—both the positive and the negative—urban schools invite the assistance of the nation in helping address huge problems that have become seriously entangled with those of the cities and the nation. It is in the country's best interest to do so because there is little hope in meeting the National Education Goals without us.

There are many technical improvements that we made in this report from the first edition but we realize that additional progress needs to be made in future reports. We also know that we open ourselves up to additional criticism—technically, politically and substantively—by publishing a report of this nature, for we know that some have no intentions or interest in helping us. We accept that risk, as we are convinced that improving urban education is the best investment that the nation could ever make in its own future.

Michael Casserly
Executive Director

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Acknowledgments

This report could not have been done without the efforts of many people in various government agencies, educational associations and other organizations. We would like to acknowledge their contributions which made our task much easier.

The main reason for this project is to improve the education of the millions of children who attend the Great City Schools. It is their lives that are reflected in the multitude of statistics and that give meaning to the work of urban educators.

We would also like to express appreciation to our urban Board of Education members and Superintendents, who have had the courage and the wisdom to believe in this effort and have backed it with their political support and commitment. Special thanks to the originators of the 1990-91 *Urban Indicators* report, Constance Clayton, Forrest Rieke, Joseph Fernandez, Richard Wallace, and Tom Payzant, whose insight and efforts put us on the right course in addressing this very important issue. We would also like to give special recognition to Sandra Harp who served as the Council's Co-Chair of its Research Standing Committee when the initial report was published and who serves as its current Chair. Without her leadership and doggedness, neither of the reports would have been possible.

The Council also pays special tribute to the Directors of Research and Evaluation in the Great City Schools, who continue to lead the way in developing the indicators, testing their feasibility, fine-tuning the survey, supplying the data and reviewing numerous drafts of the report. Deserving special attention are Thel Kocher and LaMarian Hayes-Wallace who spent many hours giving advice on fine- tuning the 1992-93 survey. Thanks also goes to Paul LeMahieu and Floraline Stevens, who crafted and developed the first efforts and gave invaluable assistance and guidance in this second go-round.

Deep gratitude and many thanks go to Michael Casserly and Mark Root who toiled many hours to publish the first *Urban Indicators* report and were extremely supportive during this project and willingly shared their expertise and insight. Mark did all of the graphics and layout design for the report and oversaw the final printing production of the report.

Thanks and appreciation also go to Jim Baek who did all of the computer data analysis, made numerous follow-up calls and doggedly tracked down national data sources. Jim gave his all to this project and was an invaluable member of the team and a true gem. This report could not have been done without Jim's assistance. I am personally grateful to him for his hard work and efforts.

Last but not least, thanks go to all of those who gave us editorial assistance, Nancy Kober and Claire McIntyre and to those who arranged press to put the work in front of the public: Henry Duvall and the Widmeyer Group.

Cecilia A. Ottinger
Director of Research

Introduction

This report marks the continued commitment of the Council of the Great City Schools to a project begun four years ago to assess periodically the progress that urban schools are making toward eight critical goals. It follows up on the data collection efforts first reported in 1992, in a Council publication entitled *National Urban Education Goals: Baseline Indicators, 1990-91.*

Background of Project

Since *A Nation At Risk* was published over a decade ago, the United States has focused enormous attention and energy on improving the education of its children. Some of these efforts were substantial and important, others were misguided and deservedly short-lived.

Nowhere does the national resolve to strengthen our children's education face a tougher test than in our inner cities. In the nation's largest urban areas, every problem is more pronounced, every solution harder to implement. From teacher shortages to drug abuse, from dilapidated buildings to dropouts, urban schools, their leaders and teachers face challenges each day that would overwhelm any organization, public or private. The obstacles to learning—poverty, limited-English proficiency, family instability, discrimination, disability, malnutrition, and poor health—demand comprehensive and intensive solutions, developed in a context of enormous political, demographic, economic and social diversity and scarce resources.

School board members, superintendents, administrators, principals, teachers and parents who work with inner-city children every day are making a sustained effort to improve urban education. In recent years, urban schools have designed and implemented a wide array of programs to systemically enhance quality; to upgrade the climate, quality and decision-making authority of individual schools; and to target special groups and specific needs of children. Much progress has been made and much has been learned. This report shows that although the cities have made impressive gains since *A Nation At Risk* and since the first set of indicator data collected by the Council in 1990-91, they cannot be deemed sufficient. Much more is needed from urban educators and the nation at large; our children are too precious to allow us to rest on our past successes.

The commitment to improve in several key areas was made in January 1991, when the Council of the Great City Schools held a National Urban Education Summit attended by its urban members and 70 other national education organizations. This summit produced a series of urban goals for the year 2000. The urban plan was built upon the National Education Goals set by the President and Governors, but was tailored more specifically to urban schools, giving them a more immediate target to shoot for on their way to the national goals.

The process of setting these "enabling goals" for city schools had actually taken shape several months earlier, when the Council's Board of Directors, comprised of the Superintendent and one Board of Education member from each city, agreed at its 1989 Fall Conference in Miami to develop a series of urban benchmarks similar to the national ones announced one month earlier, and to devise federal legislation ("Urban Schools of America (USA) Act") to aid urban schools in meeting those goals.

Early in 1990, draft urban goals were developed and ratified by the organization's Board of Directors. A summit of education leaders and others was launched and a National Urban Education Task Force was named. Two work sessions between urban school leaders and national leaders were held in July and August of 1990, producing revisions to the draft goals and a set of broad strategies for accomplishing them. The revised urban goals and strategies were then returned to the Council's Board of Directors at its 1990 Fall Conference in Boston for fine-tuning and ratification. The January 1991 Summit then formalized the results.

The first indicators report was set in motion in 1990, when the Research Standing Committee of the Council of the Great City Schools, chaired by then San Diego Superintendent Tom Payzant and co-chaired by Minneapolis Board of Education member Sandra Harp, took the Urban Goals resolution passed by the organization's Board of Directors at the Fall Conference in Miami and charged the Directors of Research and Evaluation of the member cities with developing preliminary indicators of progress on the National Urban Education Goals. A task force of research directors met in Portland in August 1990 and developed the first preliminary multiple indicators for each of the Council's urban goals.

Process of Collecting Data for the First Report

In Fall 1990, all Council research offices were surveyed to determine which data were available and in what configurations. Responses were received from 40 of the Council's members; the responses were summarized and presented at the meeting of the Directors of Research and Evaluation at the Council's 1990 Fall Conference in Boston. Technical advice was then solicited from national experts in statistical indicators. The indicators task force met again in Los Angeles in December 1990, to pull together all recommendations, the results of which were presented to the Council's Executive Committee in January 1991. The bulk of 1991 was devoted to the design and development of the survey form to gather the statistics for this report. Finally in September 1991, drafts of the survey were reviewed by the Council's Directors of Research and Evaluation, its Research Standing Committee, and its Board of Directors at the organization's 1991 Fall Conference in Columbus. An additional technical review was then conducted to incorporate all suggestions and modifications.

In October 1991, copies of the survey were sent to Superintendents and Directors of Research and Evaluation in the member cities for completion. Preliminary results were first shared with the Council's Executive Committee in February 1992, and draft copies of the first report were shared with the Council's Board of Directors in March 1992. Copies of all edited data, statistical profiles on individual cities, and original survey returns were also sent in March to all Directors of Research and Evaluation for validation and verification. A copy of the final draft of the first report was then reviewed by the Council's Executive Committee in July 1992. Copies of the draft report were sent to all Superintendents and Research Directors in the member districts for one last set of revisions in August 1992, immediately prior to final publication and release of the first report in September 1992.

Process of Collecting Data for This Report

The 1992-93 report marks the second cycle of collecting data on the National Urban Education Goals and allows us to develop a trend line on the progress of urban school districts toward attaining the Goals and approximately the same process for data collection was followed as with the first report. The Board of the Council of the Great City Schools added two new goals this year: Equitable and Adequate Funding and Parental Involvement. It is the belief of the organization's board members that funding and involvement of parents are crucial ingredients that enable students and school districts to make progress.

The 1992-93 process began with a critical review of the 1990-91 survey by various members of the original design group and by the Directors of Research and Evaluation Steering

Committee. The purpose of the review process was to refine and add new questions to elicit more information on student achievement and programmatic activities being undertaken by the school districts. After several iterations and a review by the Directors of Research and Evaluation in the member cities, the final survey was developed. In October 1993, the survey was mailed to the Superintendents and the Directors of Research and Evaluation in the member cities. The preliminary results of the survey were shared with the Executive Committee in July 1994. The validation and verification process took place in July, and the surveys were reviewed by the Directors of Research and Evaluation for accuracy. Copies of the draft report were sent to the Superintendents, Directors of Research and Evaluation and the Public Relations Executives in the member districts for revisions and comments in August 1994, prior to the release of this publication.

National Urban Education Goals

The eight urban education goals are as follows:

1. *Readiness to Learn*
   By the year 2000, all urban children will start school ready to learn.

2. *Increased Graduation Rates*
   By the year 2000, urban schools will increase their graduation rates so they are at least comparable to the national average.

3. *Improved Academic Achievement*
   By the year 2000, schools and communities will demonstrate high expectations for all learners so that urban students will attain a level of achievement that will allow them to successfully compete with students nationally and internationally in our global community.

4. *Quality Teachers*
   By the year 2000, urban schools will be adequately staffed with qualified teachers who are culturally and racially sensitive and who reflect the racial characteristics of their students.

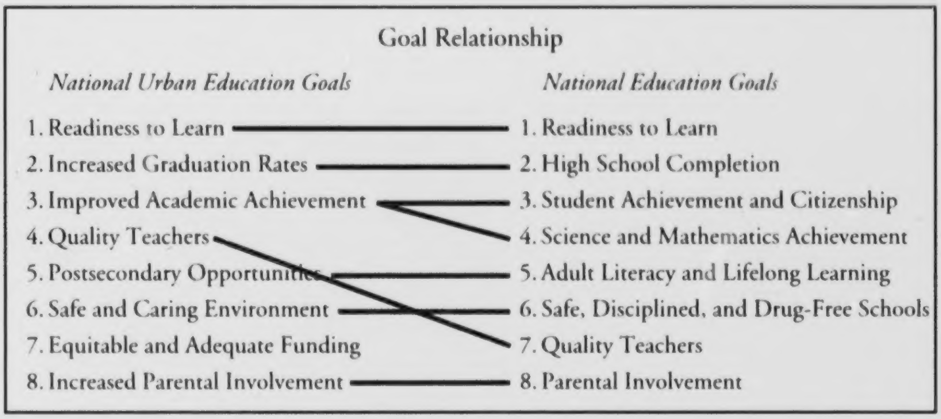
5. *Postsecondary Opportunities*
   By the year 2000, urban school graduates will be fully prepared to enter and successfully complete higher education, experience successful employment, and exercise their responsibilities as citizens.

6. *Safe and Caring Environment*
   By the year 2000, urban schools will be free of drugs and alcohol, students will be well-nourished and healthy, and schools will be well-maintained and safe.

7. *Equitable and Adequate Funding*
   By the year 2000, America's urban schools will be funded equitably and adequately by all levels of government in order for urban students to meet the urban goals.

8. *Increased Parental Involvement*
   By the year 2000, all parents/guardians of urban school children will be involved in the education of their children, and urban schools will have programs to encourage and reinforce that activity.

As the following table shows, these urban goals are closely aligned to the National Education Goals:


Goal Relationship
National Urban Education Goals
National Education Goals
1. Readiness to Learn
2. Increased Graduation Rates
3. Improved Academic Achievement
4. Quality Teachers
5. Postsecondary Opportunities
6. Safe and Caring Environment
7. Equitable and Adequate Funding
8. Increased Parental Involvement
1. Readiness to Learn
2. High School Completion
3. Student Achievement and Citizenship
4. Science and Mathematics Achievement
5. Adult Literacy and Lifelong Learning
6. Safe, Disciplined, and Drug-Free Schools
7. Quality Teachers
8. Parental Involvement

The Great City Schools believe these urban benchmarks are realistic and attainable. The school systems have pledged to meet these goals, but in turn ask the nation for help. In the past, urban schools have appeared to resist any outside involvement from parents or the community, and conversely, the rest of society has appeared more willing to talk about or contain the problems of inner-cities that confront them. Neither strategy has worked. Only with the sustained involvement of all segments of society will significant progress be made.

One might ask why the larger community should want to solve problems that seem so large, remote, costly, entrenched and complex. The reasons are uncomplicated. First, America's economic and global primacy depends on the success of the children now being educated in our city schools. They are, after all, the next generation of citizens, workers and voters. Consider the following fact: if the graduation rate for urban schools equaled the national average, the Great City Schools would have graduated 305,446 students in 1992-93 instead of 217,505. At the current 28% rate, the federal tax on the total additional lifetime earnings of those extra 88,103 individuals, had they graduated, is large enough annually to more than double the present Congressional appropriation for School-to-Work Transition, and increase appropriations for Goals 2000 or the National Community Service by a factor of 20—efforts that benefit the whole nation, not just the cities.

Second, unless action is taken to meet the challenges of urban education, our problems will soon enough become prevalent in all but the most elite of the nation's schools. Finally, the country has a moral imperative, grounded in the Constitution, to strive for individual justice and equality for all its citizens, and education is the soundest way of endowing these rights. The health of our city public schools, then, is essential to the national welfare and is critical to the nation's ability to attain the national education goals.

Urban schools know that it is not enough to assure people that we will try harder to meet these goals and the evolving state standards or that urban education is worth the investment. We must back those assurances with results—concrete, verifiable documentation that our efforts to improve education in the cities are paying off, and that the extra funding necessary to move urban schools toward the goals is sound.

The publication of this second indicators report continues the Council's Urban Education Initiative begun in the Fall of 1989. From now to the year 2000, we will develop and implement an action plan to meet the goals and mobilize efforts to assist city schools in carrying out the plan. This will be done through a revitalized Urban Education Task Force and a National Commission on Urban Education to be announced simultaneously with the release of this report. At the same time, we will continue to measure the progress of city schools and assess others' efforts in helping us toward those goals.

Highlights of Major Report Findings: How Are We Doing?

This report demonstrates that the nation's urban public schools have gained ground in some areas and lost some in others, shown promise and headway in several areas, and still have a way to go in others. The highlights of the report's findings for 1992-93 and some comparisons with 1990-91 are shown below. (A more detailed summary of findings is found at the beginning of each section of the report).

I. Urban Student Demographics: Great City Schools (GCS)

- The 51 GCS systems comprised 0.3% of all school districts in the nation yet enrolled 13.5% of the nation's K-12 public school children in 1992-93, a percentage that has changed little since 1982-83.
- In 1992-93, the GCS enrolled 36.1% of the nation's African-American children, 29.8% of Hispanic children, 21.2% of Asian-American children, and 4.8% of the nation's white children.
- The GCS enrolled 22.1% of the nation's students eligible for free/reduced price lunches, 35.9% of its LEP students, 10.5% of its disabled students, and 21.4% of those students whose families receive Aid to Families with Dependent Children (AFDC).
- The share of the Great Cities school-aged urban youth (5-17 year-olds) as a percent of GCS systems' enrollment increased from 75.4% in 1980 to 82.1% in 1990.
- The poverty rate among school-aged youth living in the GCS increased from 24.7% in 1980 to 28.0% in 1990, but decreased slightly as a share of the nation's total school-aged poor, from 24.7% to 24.3%.
- The aggregate enrollment of the GCS was 42.1% African-American, 27.9% Hispanic, 23.5% white, 6.0% Asian-American, and 0.5% Native-American and others.
- Of the 5.8 million children enrolled in the GCS, 58.4% were eligible for free/reduced price lunch, 15.8% were limited-English proficient, 8.7% were disabled, and 31.9% were from families receiving AFDC.

II. Urban Goals: Great City School (GCS)

Goal 1: Readiness to Learn

GOOD NEWS

- Sixty-six percent of GCS incoming first graders had attended full-day kindergarten in 1992-93—up from 53.1% in 1990-91; 17.6% had a half-day kindergarten experience, while 6.8% had no prior education; for 9.6%, their prior education could not be determined.
- More than 3 out of 4 (76.2%) GCS kindergarten staff were fully certified as elementary school teachers in 1992-93, although this was down from the 1990-91 level of 80.5%.
- Seventy-two percent of CGS pre-kindergarten teachers had an early childhood credential in 1992-93 compared with 52.4% in 1990-91.

- Sixty-one percent of GCS districts used multiple cognitive, developmental and health measures to assess readiness to learn in 1992-93 compared with 57.5% in 1990-91.
- The ratio of pre-kindergarten pupils to staff in the GCS declined from 14.4:1 in 1990-91 to 11.6:1 in 1992-93.

BAD NEWS

- The proportion of 3-to-5 year-olds living in the central city who were enrolled in pre-school declined from 27.7% in 1990 to 21.2% in 1992.
- In 1990, about a third of the poor (31.9%) and near-poor (32.5%) immigrant 3-to-4 year-olds participated in preschool, compared to 40.5% of the non-poor.

Goal 2: Increased Graduation Rates

GOOD NEWS

- The single year dropout rate in central city schools dropped from 5.7% in 1990-91 to 4.9% in 1992-93 while the national rate increased from 4.1% to 4.4% over the same period.
- From 1990-91 to 1992-93, the percent of GCS districts with annual dropout rates of 10.1% to 15.0% declined from 20.6% to 14.7% and the percent with rates under 5.0% increased from 14.7% to 20.6%.
- The percent of GCS districts with four year dropout rates greater than 35% declined from 35.0% to 25.0% between 1990-91 and 1992-93.
- Ninety percent of GCS districts reported a decline in their four year dropout rates between 1990-91 and 1992-93.
- More than half (52.9%) of GCS districts indicated a decrease in their annual dropout rates in 1992-93.

BAD NEWS

- 77.8% of GCS districts experienced an increase in their annual dropout rates among African-Americans and 72.2% reported an increase in dropout rates among Hispanics.

Goal 3: Improved Academic Achievement

GOOD NEWS

- Some 33.3% of GCS districts showed increases in their percent of students achieving over the 50th percentile in reading, as did 45.9% in math between 1990-91 and 1992-93.
- In 1992-93, 5.4% of GCS 11-12th graders had successfully completed either an Advanced Placement or International Baccalaureate course in English, 2.9% in Math and 3.6% in Science—rates higher than national averages of 2.5% in English, 1.6% in Math and 1.1% in Science.
- The percent of GCS 10th graders receiving a passing grade in first year algebra increased from 31.8% in 1990-91 to 34.5% in 1992-93. Youth of color made considerable gains in this area; in 1990-91, 20.8% of African-American 10th graders received a passing grade in first year Algebra, and by 1992-93, 34.6% had done so. Female students made similar gains.
- The percent of GCS students who scored in the top quartile of a norm-referenced reading test held steady between 1990 and 1992 (18.1% vs. 18.3%) while the total percent of students scoring above the 50th percentile held steady at about 40.0%

and the percent of students scoring above the 50th percentile in math decreased marginally from 47.6% to 45.4% over the same period.

BAD NEWS

- In 1992, students in disadvantaged urban communities in grades 4, 8, and 12 were less likely to have met NAEP national performance standards in Reading or Math than their counterparts nationally.
- African-American and Hispanic GCS students were about half as likely to score above the 50th percentile on norm-referenced reading or math tests than their white counterparts and the gap did not appear to close appreciatively between 1990-91 and 1992-93.

Goal 4: Teacher Quality

GOOD NEWS

- In 1992-93, the majority (95.1%) of GCS secondary grade English teachers were certified to teach English, 92.6% of secondary Math teachers were, and 92.7% of secondary Science teachers were.
- The ratio of Hispanic students per Hispanic teacher dropped slightly from 62.6:1 to 60.9:1 between 1990-91 and 1992-93, although the overall rate remained almost nine times higher than the white average.

BAD NEWS

- In 1992-93, the GCS on average had only one African-American teacher for every 27.4 African-American students—an increase since 1990-91, and 49.3 Asian-American students per one Asian-American teacher—also an increase since 1990-91.
- The ratio of male students to male teachers increased slightly from 33.7:1 to 35.4:1 between 1990-91 and 1992-93.
- The shortages of central city teachers was about 50% higher than the national average.

Goal 5: Postsecondary Opportunities

GOOD NEWS

- 42.2% of GCS graduates were pursuing or planned to pursue their postsecondary education in a four-year college in 1992-93 compared to the national average of 36.9%.
- African-Americans accounted for 37.5% of those GCS graduates who were pursuing or planning to pursue a four-year college education, an increase from 31.0% in 1990-91.

BAD NEWS

- The ratio of African-American and Hispanic graduates who pursued a four-year college education to their share of K-12 enrollment remained disproportionately low.
- The unemployment rate of inner-city youth remains considerably above the national average.

Goal 6: Safe and Caring Environment

GOOD NEWS

- The percent of large-metropolitan high school seniors who used illicit drugs decreased from 33.0% to 27.0% between 1990-91 and 1992-93.

- In 1992-93, there were only 4.4 drug and/or alcohol incidents on school premises per 1,000 students in grades 9-12 and only 2.9 for every 1,000 GCS students in grades 6-8.
- There were only 3.8 weapons-related incidents on school premises per 1,000 students in grades 9-12 in 1992-93; 7.3 per 1,000 GCS students in grades 6-8; and 1.8 per 1,000 students in grades K-5.

BAD NEWS

- In 1992-93, GCS deferred maintenance needs stood at $13.3 billion, not counting capital needs and backlogged environmental and safety renovations, as over half of GCS were over 45 years old.
- AIDS rates in metropolitan areas nearly doubled between 1990 and 1992.
- GCS middle school students in 1992-93 had unusually high rates of weapons offenses, suspensions and expulsions relative to other grade ranges.

Goal 7: Equitable and Adequate Funding

GOOD NEWS

- The share of federal elementary and secondary education expenditures devoted to the GCS increased from 19.8% in 1988-89 to 21.2% in 1990-91 to 22.1% in 1992-93.
- Between 1982 and 1992, the inflation-adjusted local per capita revenues for GCS districts increased from $212 to $256.
- The percent of GCS revenues devoted to instruction has moved marginally ahead of the national average between 1990-91 and 1992-93, although the overall urban pot of funds remains smaller.

BAD NEWS

- The share of state elementary and secondary education expenditures devoted to the GCS decreased from 14.7% in 1988-89 to 14.3% in 1990-91 to 13.7% in 1992-93—or about what would be expected per student without need-level taken into account.
- Urban school students are being funded at a level 8.0% below the national average or $4,033 in the GCS compared to $4,382 nationally when adjusted for special needs.
- Between 1990-91 and 1992-93, GCS average per pupil revenues declined by about 1.0% when adjusted for inflation, i.e., from $4,456 to $4,422.
- The average inner-city school child was funded at a level of $437 below their suburban counterparts nationally in 1992-93.

Goal 8: Increased Parental Involvement

GOOD NEWS

- More than one-third (39.5%) of GCS districts had site-based management in at least 76% of their schools.

BAD NEWS

- 64.3% of GCS districts reported that parents /others volunteered in their schools less than 5 hours per student per school year on average in 1992-93.

What Is In This Report?

This is the second issue of the National Urban Education Goals report card, which presents data measuring the status of urban schools using various urban indicators. The report has three major chapters. The first chapter presents data on the demographics of cities and city schools and compares those urban characteristics to the nation at large, providing some context in which to put the educational results. The second chapter is divided into eight parts, each devoted to one of the National Urban Education Goals and each presenting data aggregated across all urban school districts for the 1992-93 school year. Where the data would allow, comparisons were made with 1990-91. The third chapter presents data on various characteristics of urban public schools that might be of general interest. These chapters are followed by a description of data strengths and limitations and summary of future plans. Finally, the report contains city-by-city profiles with data on demographics, the eight goals, system characteristics, and funding. At the end of the report are two fold-outs. The first shows aggregate data across all the Great City Schools and the second shows data on national averages.

What Do The Results Mean?

The challenges and pressures that urban school districts face are likely to increase in the future, given the demographic trends of increased poverty, immigrants and limited English-proficiency among pre-school and school-aged children. These trends indicate that there will be an increasing need for programs and services to address the problems that go hand-in-hand with each.

Despite these challenges, the Great City Schools have made strides in numerous areas. This progress is due to the leadership and teaching commitment within the Great City School districts. Urban schools have made special efforts to: 1) endorse the belief that all children can learn at high levels; 2) move from a central decision-making authority to participatory school-based management models to heighten the skills of teachers, principals and parents; 3) develop comprehensive interagency and interdisciplinary services and community-based collaboratives to meet multiple needs of students and families; 4) place greater emphasis on early childhood programs and the assessment of childrens' readiness for school; 5) develop programs and partnerships to encourage and enhance parental involvement; 6) forge stronger collaborative relationships and develop programs with higher education institutions to increase student access to postsecondary education; 7) develop more multicultural, well-paced, and individually-sequenced curricula and technology; 8) develop programs that emphasize and enhance self-esteem, self-discipline, and accountability with rewards for success; 9) develop a stronger sense of mission, education goals and standards; and 10) where possible, implement smaller classes or cooperative learning sessions and alternative modes of assessment and learning, in order to provide more personalized and caring environments with greater staff development. These steps have been accompanied by greater amounts of federal funding from programs like Chapter 1.

The findings in this second report illustrate that urban schools need to make greater progress in several areas: achievement, dropouts, recruitment of teachers of color, and building repair and renovation.

Achievement is a primary issue of concern for Great City Schools. The findings in this report show that over the two years (1990-91 and 1992-93) since the data collection for the last report reading achievement has held steady at the elementary and junior/middle school levels; however, Asian-American students experienced a decline in reading achievement at the elementary level, probably because of the higher numbers of poor, young immigrant students from Asia. Further, there was no narrowing of the gap between children of color and whites. African-American and Hispanic students at the secondary level lost ground in their reading achievement while Asian-Americans made some gains in their reading achievement. These trends warrant attention.

Overall, math achievement declined for Great City School students at the elementary and junior/middle school levels, and again the racial gap showed little movement. Both African-American and Hispanic students' math achievement at these levels cause some concern. Students in secondary schools, however, made gains in their math achievement, particularly Hispanic students. More Great City School 10th graders received a passing grade in Algebra for 1992-93 than during 1990-91, a measure that should produce greater math achievement gains in the future. Significant gains in Algebra were made by African-American and Hispanic youth. The gap in passing Algebra between ethnic minorities and whites narrowed substantially.

Although overall dropout rates have declined, there is still a need to focus attention on this issue, particularly for African-American and Hispanic youth. We suspect that the issue may be explained by economic factors. According to the National Center for Education Statistics (1993), between 1991 and 1992, the dropout rate for low-income African-Americans and Hispanics increased and their rates were 3 to 4 times as high as their higher income counterparts. In addition, many middle class families have left the cities, leaving only the very poor to attend our schools. In a recent report it was found that "although there were more whites living in poverty in central cities, the African-American poverty population was much more highly concentrated: 76.3% lived in the central city. Conversely, only a little more than half (51.2%) of poor whites lived in the central city" (Raffel, 1992). These children who are dropping out are faced with very bleak living conditions, which often preclude them from finishing school. Many Hispanic youth are immigrants and have language barriers. We can ill-afford to lose so many youths to the ranks of the unemployed. Further commitment must be made at a national level.

Recruiting more teachers of color in the urban schools could help overcome some of these challenges. Many school districts are trying to boost the number of teachers of color problem through programmatic and collaborative efforts with Schools of Education and other recruitment programs. However, during the period reviewed in this report the situation has remained stable. There is a need for not only teachers of color but also for more males to serve as role models in our schools.

The strongest conclusion that we can draw from this broad review of statistics is that the nation is getting what it pays for in urban education. The urban schools educate our nation's poorest youth of color who have many special needs. Although large urban school districts devote a larger percentage of their total student expenditures to classroom instruction than their suburban counterparts, this commitment amounts to $437 less per child than the suburbs because the total pot is smaller and inflation-adjusted funding for urban schools has actually declined in those two years. This difference does not begin to account for the much more concentrated needs among students in the cities. Although many of the improvements we have seen in this report have been done with little in the way of additional resources, it is patently unfair that inner-city public school children, whose average needs are much greater, receive fewer resources per child than their better off suburban counterparts. A level playing field should not be too much to expect.

Comparison of the Great City Schools and the Nation, 1992-93*

Indicator	Nation	Great Cities
I. Demographics		
• Population:	255,082,000	41,573,997
• Public school enrollment:	42,734,746	5,763,126
• Enrollment as % of population:	16.8%	13.9%
• Enrollment as % 5-17 year old population:	91.6%	82.1%
• Percent change in enrollment (1990-92):	+3.7%	+3.1%
• Percent of enrollment African-American:	15.2%	42.1%
• Percent of enrollment white:	64.0%	23.5%
• Percent of enrollment Hispanic:	12.2%	27.9%
• Percent of enrollment Asian/Pacific Islander:	3.7%	6.0%
• Percent of enrollment Alaskan/Native American/Other:	0.9%	0.5%
• Percent of enrollment free/reduced priced lunch:	38.6%	58.4%
• Percent of enrollment limited-English proficient:	4.9%	15.8%
• Percent of enrollment disabled:	10.0%	8.7%
• Percent of enrollment AFDC:	21.8%	31.9%
II. Urban Goal Indicators		
Goal 1: Readiness to Learn		
• Assessments of school readiness:	No	Yes
• Percent of entering 1st graders with:		
- full-day kindergarten:	NA	66.0%
- half-day kindergarten:	NA	17.6%
- no prior schooling:	NA	6.8%
- undetermined:	NA	9.6%
• Number of pre-k pupils per teacher:	NA	11.6:1
• Number of kindergarten pupils per teacher:	NA	23.3:1
• Percent of pre-k staff credentialed:	NA	71.9%
• Percent of kindergarten staff elem. school certified:	82.9%	76.2%
Goal 2: Graduation Rates		
• Total number of graduates:	2,257,738	217,505
• Annual dropout rate:	4.4%	8.7%
• Four year dropout rate:	NA	28.4%
• Attendance rate:	93.2%	87.7%
Goal 3: Academic Achievement		
• Percent of students scoring above Reading norm:	50%	40.0%
• Percent of students scoring above Math norm:	50%	45.4%
• Percent of 10th graders receiving a passing grade in 1st year Algebra:	NA	34.5%

• Percent of 11-12th graders with Advanced Placement or International Baccalaureate English:	2.5%	5.4%
• Percent of 11-12th Graders with Advanced Placement or International Baccalaureate Math:	1.6%	2.9%
• Percent of 11-12th Graders with Advanced Placement or International Baccalaureate Science:	1.1%	3.6%
Goal 4: Teacher Quality		
• Total number of teachers:	2,457,737	308,814
• Percent of English teachers fully certified:	96.7%	95.1%
• Percent of Math teachers fully certified:	95.2%	92.6%
• Percent of Science teachers fully certified:	98.1%	92.7%
• Percent of teachers who are persons of color:	12.2%	39.5%
• Average teacher salary:	$35,000	$39,319
• Median high school class size:	NA	24.5
Goal 5: Postsecondary Opportunities		
• Percent of graduates in:		
- Vocational training:	3.5%	6.5%
- Four year college:	36.9%	42.2%
- Two year college:	21.9%	26.0%
- Military:	NA	3.0%
- Employed:	NA	10.1%
- Undetermined:	37.7%	12.2%
Goal 6: Safe and Caring Environment		
• Drug/alcohol incidents per 1,000 students:	NA	1.9
• Number of schools with health clinics:	NA	526
• Total deferred maintenance:	NA	$13.3b
• Total number of schools:	86,287	7,637
Goal 7: Equitable and Adequate Funding		
• Average expenditures per student:	$5,962	$5,837
• Percent of revenues from local sources:	46.4%	42.3%
• Percent of revenues from state sources:	46.8%	46.9%
• Percent of revenues from federal sources:	6.7%	10.9%
Goal 8: Increased Parental Involvement		
• Average per pupil parent volunteer hours:	NA	3.20
• Percent of districts with some form of latchkey program:	NA	95.0%
• Percent of districts with some form of adult education program:	NA	95.2%

**See footnotes in fold-outs in back of report.*

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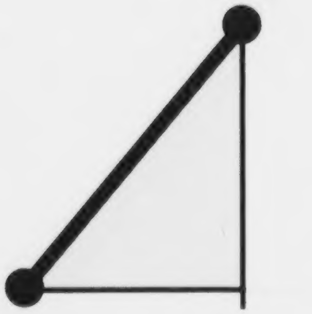
Chapter I:
Urban Student Demographics



1990 1992
1991 1993

Chapter I: Urban Student Demographics

Narrative 3

How Are We Doing: At-a-Glance 4

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Urban Student Demographics

Our nation's cities have changed over the last decade, yet urban schools continue to represent a unique part of the nation's educational universe. Between 1982 and 1992, the major cities grew at a slower rate than the nation as a whole: the population in the Great Cities increased by 1.6 million (or 4.0%) while the total U.S. population increased by 22.2 million (or 5.4%). The Great Cities' share of the nation's population declined from 17.3% in 1982 to 16.2% in 1992.

During this same period, when the central cities' share of the population declined, the Great City Schools' share of the nation's K-12 public school enrollment held steady, hovering roughly around 13% during the decade of 1982 to 1992, while increasing their share of urban school children.

Generally, the population in the Great Cities consists of low-income families and ranks of children living in poverty continuing to grow. Between 1973 and 1992, the percent of children (ages 6-17) living in poverty in the central cities increased from 22.0% to 29.2%. The statistics are even more glaring by race: in 1992, 45.7% of African-American children in central cities lived in poverty, as did 42.1% of Hispanics. Things are likely to get much worse; it is projected that by the year 2000, 47.8% of African-American children will be living in poverty in the central cities, as will 47.6% of Hispanic youth, while overall childhood poverty is expected to be 20.6% (Tufts University, Center on Hunger, Poverty, and Nutrition Policy, 1994).

Extending a trend that began in the 1970s, the racial and ethnic composition of the Great City Schools has continued to change. Urban schools are unlike any others, in that they are composed largely of children of color. Between 1982 and 1992, the proportion of central city public school students who were African-American, Hispanic, Asian-American and races other than white increased from 69.0% to 76.5%. Hispanic and Asian children, however, have increased by the greatest proportions over the last ten years, with increases being particularly great over the last two years with the large influx of immigrant children. The result is that the Great City Schools now enroll some 36% of all the limited-English proficient children in the country along with the unusually high numbers and percentages of poor children.

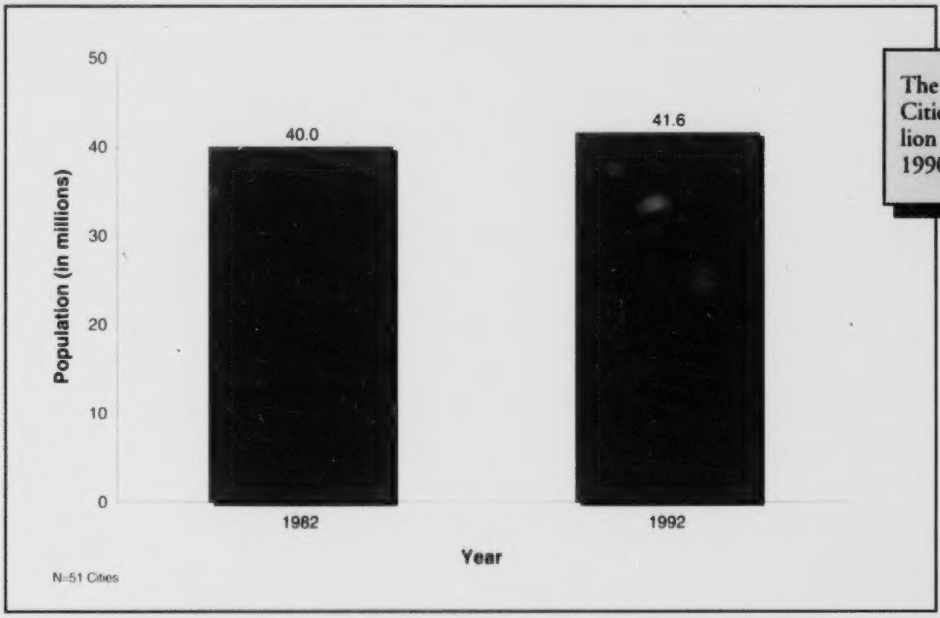
Urban Student Demographics

How Are We Doing: At-a-Glance

- The population of 51 Great Cities increased from 40.0 million residents in 1982 to 41.6 million residents in 1992, a gain of 4.0%.
- The percent of the nation's population living in the Great Cities dropped from 17.3% in 1982 to 16.2% in 1992.
- The school age (5-17 year olds) population of the Great Cities declined from 7.1 million in 1980 to 6.5 million in 1990, a drop of 8.5%.
- The percent of the nation's school age population (5-17 year olds) living in the Great Cities declined from 15.2% in 1980 to 14.5% in 1990.
- The 51 GCS systems comprise only 0.3% of all 15,000 school districts in the nation.
- GCS' share of enrollment decreased marginally between 1982-83 and 1992-93, comprising 13.7% of the nation's K-12 public school enrollment in 1982-83 and 13.5% in 1992-93.
- The percent of the Great Cities' school-aged youth attending the GCS increased from 75.4% in 1980 to 82.1% in 1990.
- The total enrollment of the GCS (in 1992-93) was 42.1% African-American, 23.5% white, 27.9% Hispanic, 6.0% Asian-American, and 0.5% Alaskan/Native American.
- The GCS enrolled 36.1% of the nation's public school African-American children, 29.8% of its Hispanic children, 21.2% of its Asian-American children, 6.8% of its Alaskan/Native American children, and 4.8% of the nation's white children in 1992.
- Between 1982 and 1992 the number of African-American students enrolled in GCS held steady, the number of white students declined by 19.7%, and the number of Alaskan/Native American students declined by 16.5%; the number of Hispanic students increased by 48.6% and the number of Asian-American students grew by 68.5% .
- The total enrollment of the GCS was 58.4% free/reduced price lunch eligible, 15.8% limited-English proficient (LEP), 8.7% disabled and 31.9% whose families were receiving AFDC.
- The GCS enrolled 35.9% of the nation's limited-English proficient (LEP) students, 22.1% of its free/reduced price lunch eligible students, 10.5% of its disabled students and 21.4% of those from AFDC families..
- The number of 5-17 year olds living below poverty in the Great Cities increased from 24.7% in 1980 to 28.0% in 1990, but decreased slightly as a percent of the nation's total 5-17 year old poor from 24.7% to 24.3%.

Great City Population

Population of the Great Cities in 1982 and 1992.



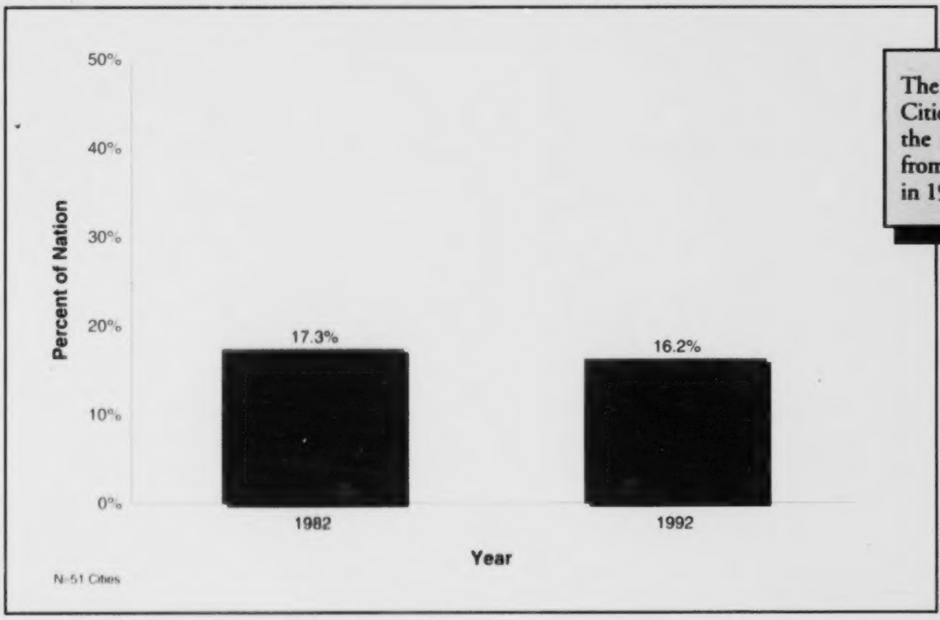
The population of the Great Cities increased from 40.0 million in 1982 to 41.6 million in 1990, a gain of 4.0%.

Figure 1

Source: Bureau of the Census (see footnote, page 121)

Great City Population as Percent of Nation's Population

Population of the Great Cities as a percent of the nation's total population in 1982 and 1992.



The population of the Great Cities declined as a percent of the nation's total population from 17.3% in 1982 to 16.2% in 1992.

Figure 2

Source: Bureau of the Census (see footnote, page 121)

Great City 5-17 Year Old Population

5-17 year old population of the Great Cities in 1980 and 1990.

The 5-17 year old population of the Great Cities declined from 7.1 million in 1980 to 6.5 million in 1990, a drop of 8.5%.

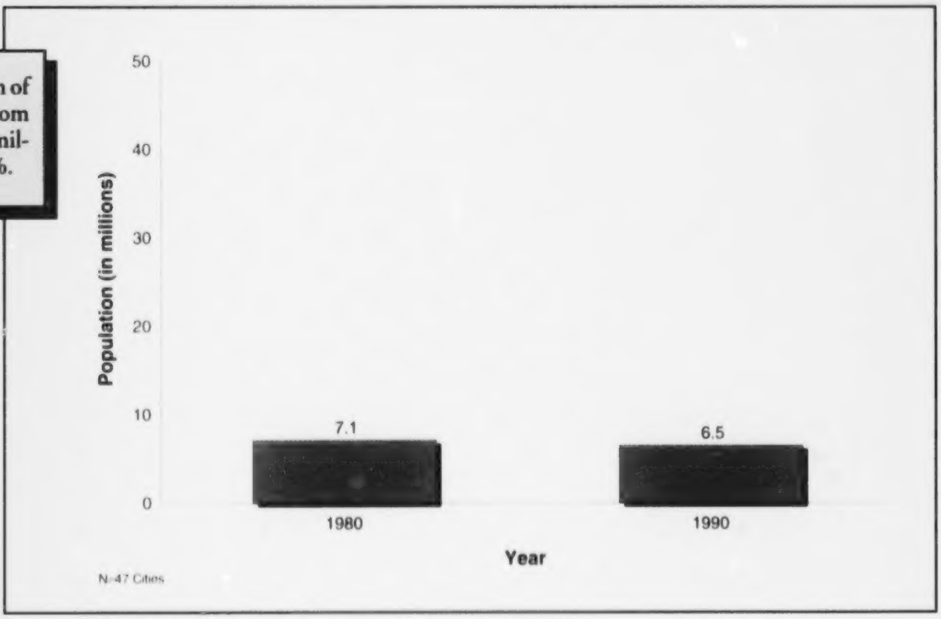


Figure 3

Source: Bureau of the Census (see footnote, page 121)

Great City 5-17 Year Old Population as Percent of Nation's 5-17 Year Old Population

5-17 year old population of the Great Cities as a percent of the nation's total 5-17 year old population in 1980 and 1990.

The 5-17 year old population of the Great Cities declined as a percent of the nation's total 5-17 year old population from 15.2% in 1980 to 14.5% in 1990.

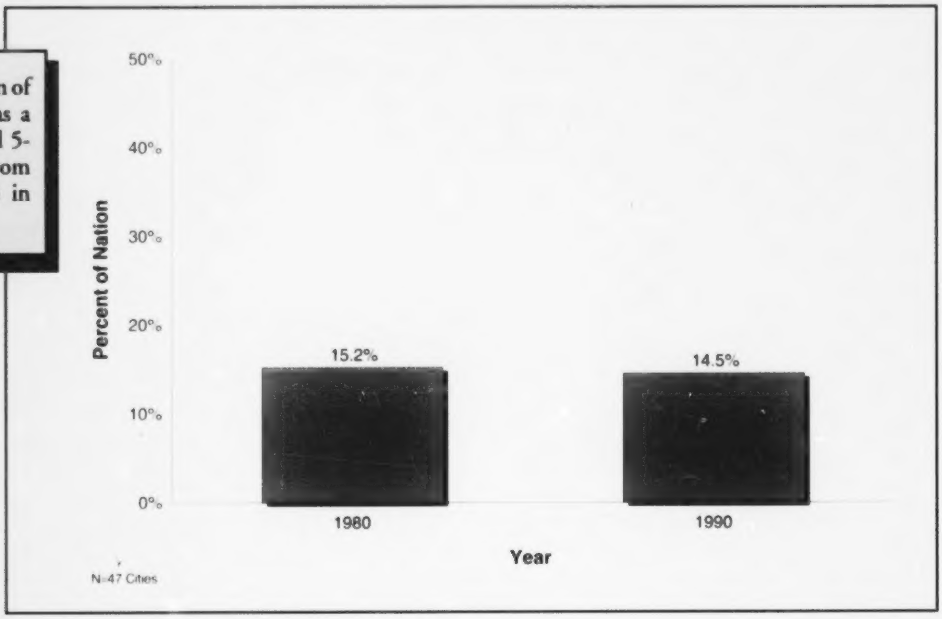
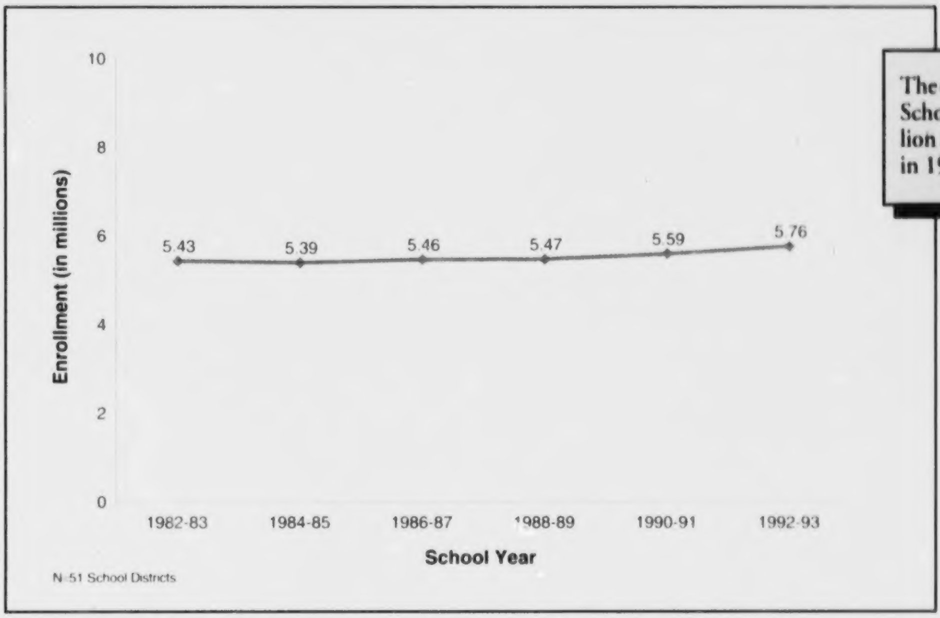


Figure 4

Source: Bureau of the Census (see footnote, page 121)

Great City School Enrollment

Enrollment of the Great City Schools between 1982-83 and 1992-93.



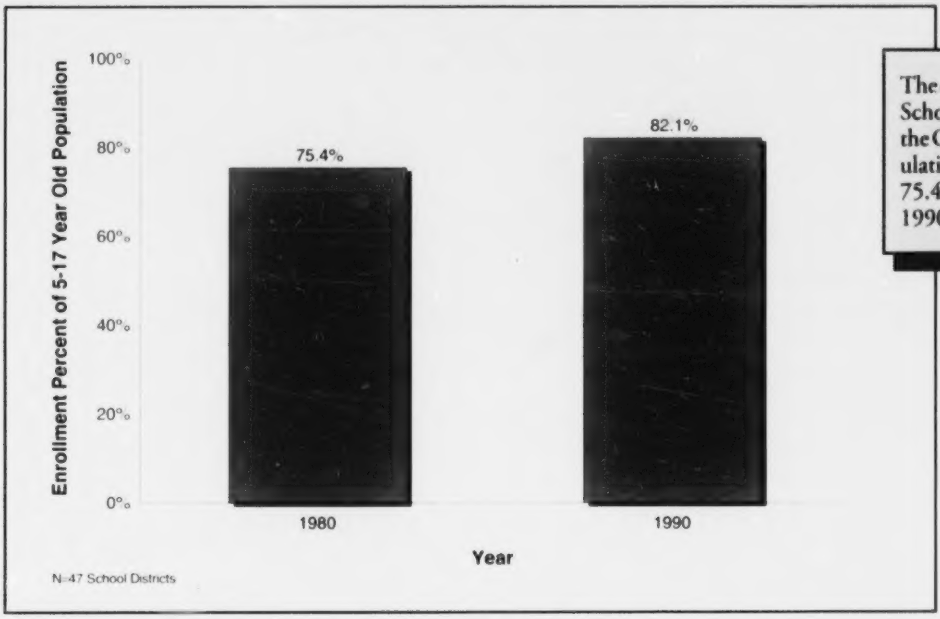
The enrollment of the Great City Schools increased from 5.43 million in 1982-83 to 5.76 million in 1992-93, a gain of 6.1%.

Figure 5

Source: National Center for Education Statistics and the Council of the Great City Schools (see footnote, page 121)

Great City School Enrollment as Percent of Great City 5-17 Year Old Population

Enrollment of the Great City Schools as a percent of Great City 5-17 year old population in 1980 and 1990.



The enrollment of the Great City Schools increased as a percent of the Great Cities' school-age population (5-17 year olds) from 75.4% in 1980 to 82.1% in 1990.

Figure 6

Source: Bureau of the Census and the Council of the Great City Schools (see footnote, page 121)

Great City School Enrollment as Percent of Nation's Enrollment

Enrollment of the Great City Schools as a percent of the nation's total public school K-12 enrollment between 1982-83 and 1992-93.

The Great City Schools enrolled 13.7% of the nation's total public school enrollment in 1982-83 and 13.5% in 1992-93.

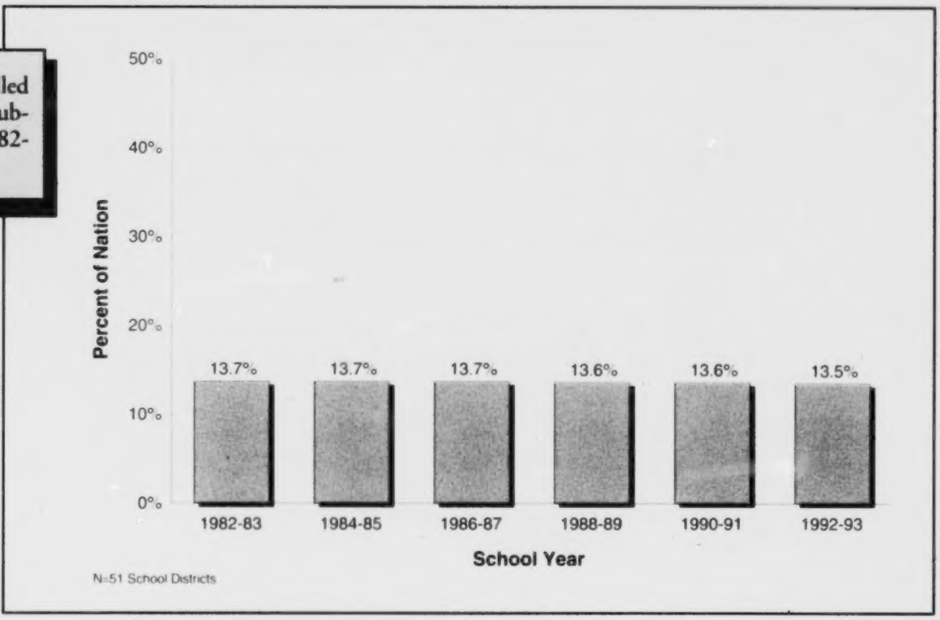


Figure 7

Source: National Center for Education Statistics and the Council of the Great City Schools (see footnote, page 121)

Great City School Enrollment by Race/Ethnicity

Percent of the Great City School enrollment by race/ethnicity in 1982-83 and 1992-93.

The composition of the Great City Schools' total enrollment was 44.7% African-American in 1982-83 and 42.1% in 1992-93.

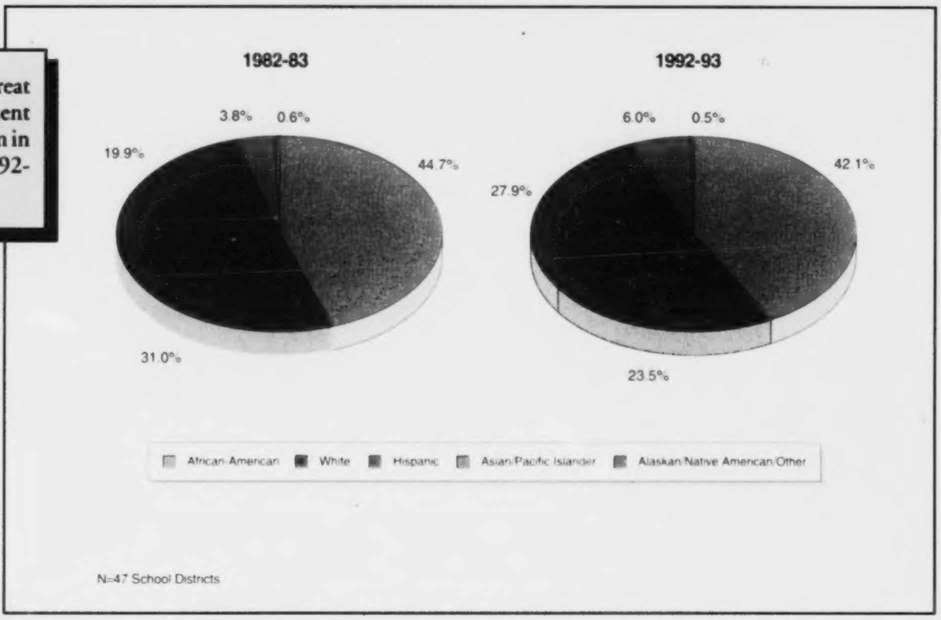
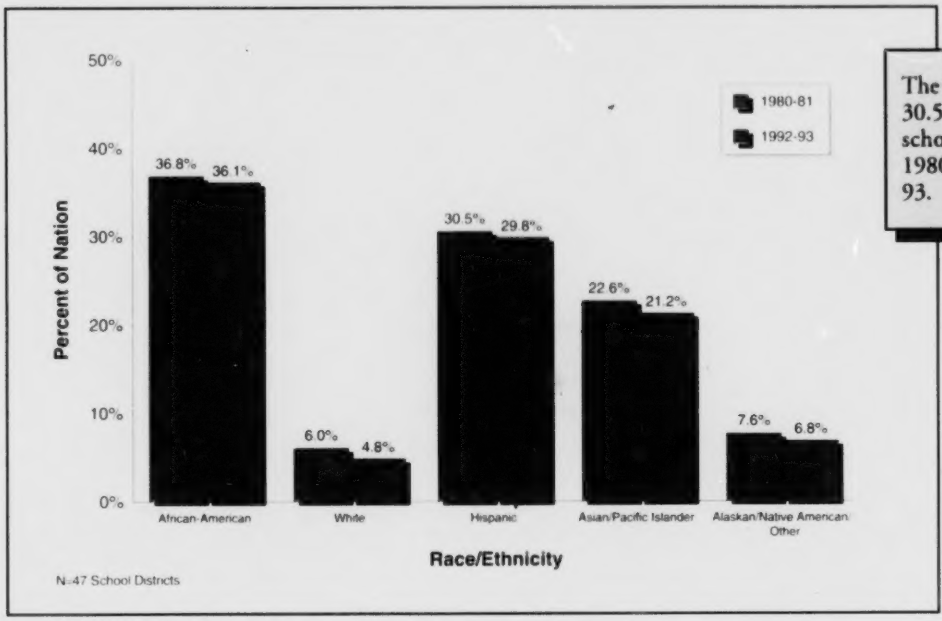


Figure 8

Source: Office of Civil Rights and the Council of the Great City Schools (see footnote, page 121)

Great City School Enrollment by Race/Ethnicity as Percent of Nation's Enrollment by Race/Ethnicity

Enrollment by race/ethnicity of the Great City Schools as a percent of the nation's enrollment by race/ethnicity in 1980-81 and 1992-93.



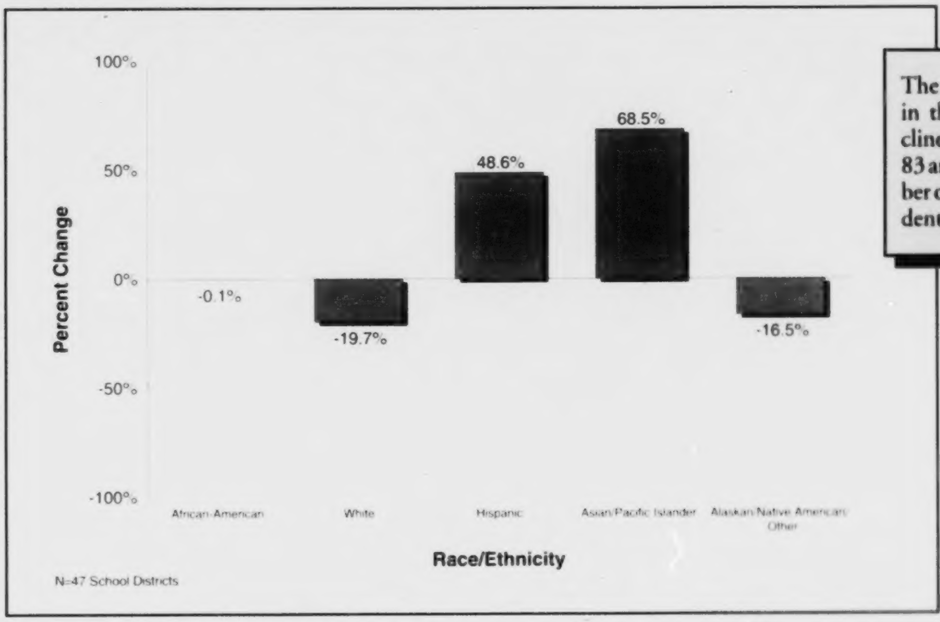
The Great City Schools enrolled 30.5% of the nation's public school Hispanic children in 1980-81 and 29.8% in 1992-93.

Figure 9

Source: Office of Civil Rights and the Council of the Great City Schools (see footnote, page 121)

Change in Great City School Enrollment by Race/Ethnicity

Percent change in the number of students enrolled in the Great City Schools by race/ethnicity between 1982-83 and 1992-93.



The number of white students in the Great City Schools declined by 19.7% between 1982-83 and 1992-93, while the number of Asian/Pacific Islander students increased 68.5%.

Figure 10

Source: Office of Civil Rights and the Council of the Great City Schools (see footnote, page 121)

Great City School Enrollment by Special Needs

Percent of the Great City School enrollment with special needs in 1992-93.

In 1992-93, 8.7% of the Great City School enrollment was disabled, 58.4% was eligible for free or reduced price lunch, 15.8% was limited English proficient (L.E.P.), and 31.9% was receiving AFDC.

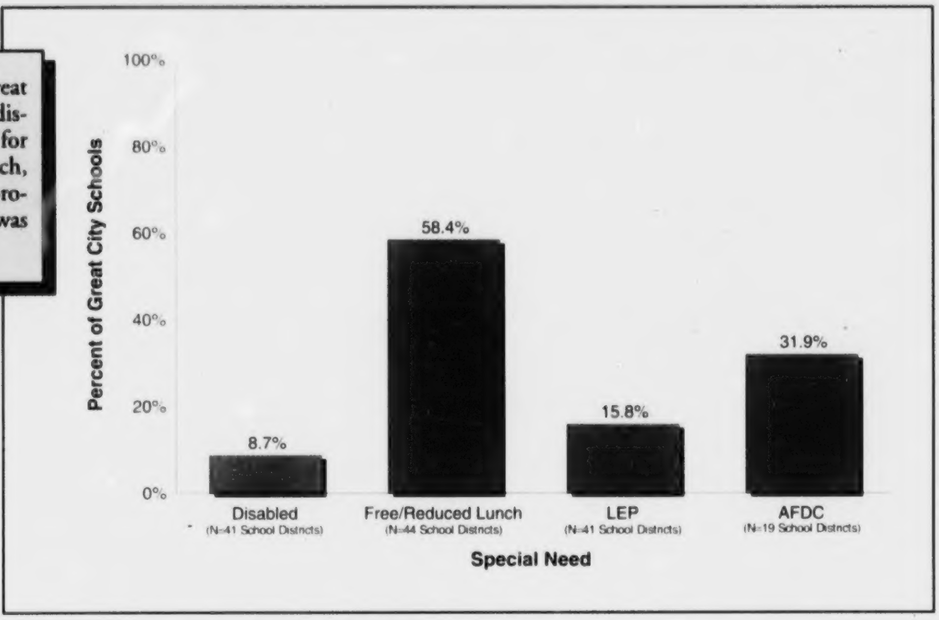


Figure 11

Source: Council of the Great City Schools (see footnote, page 121)

Great City School Enrollment by Special Needs as Percent of Nation's Special Needs

Special needs enrollment of the Great City Schools as a percent of the nation's special needs enrollment in 1992-93.

In 1992-93, the Great City Schools enrolled 10.5% of the nation's disabled children, 22.1% of the free or reduced price lunch eligible children, 35.9% of the limited English proficient (L.E.P.) children, and 21.4% of the AFDC children.

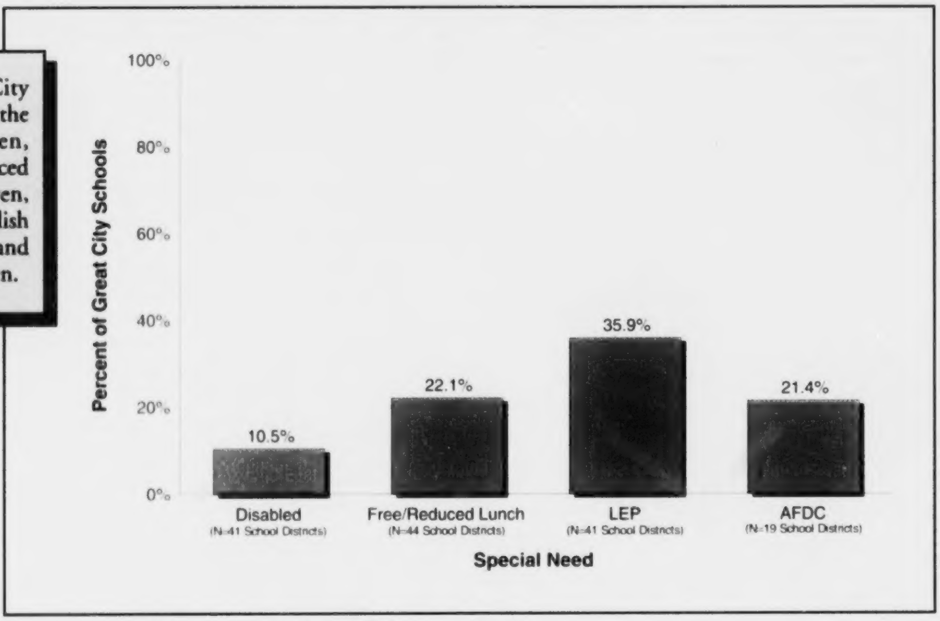
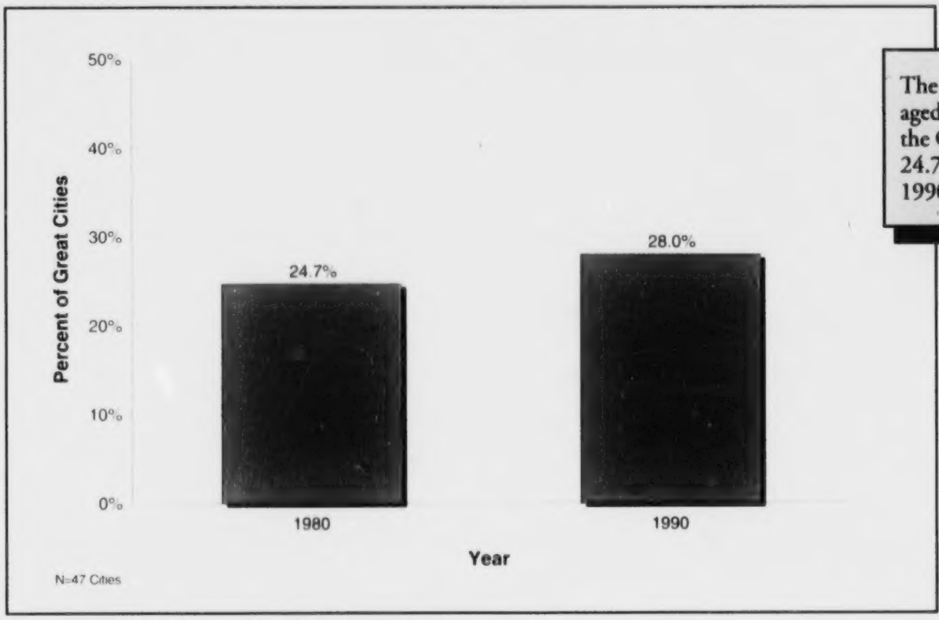


Figure 12

Source: Council of the Great City Schools (see footnote, page 122)

Great City 5-17 Year Old Population in Poverty

Percent of Great City 5-17 year olds in poverty in 1980 and 1990.



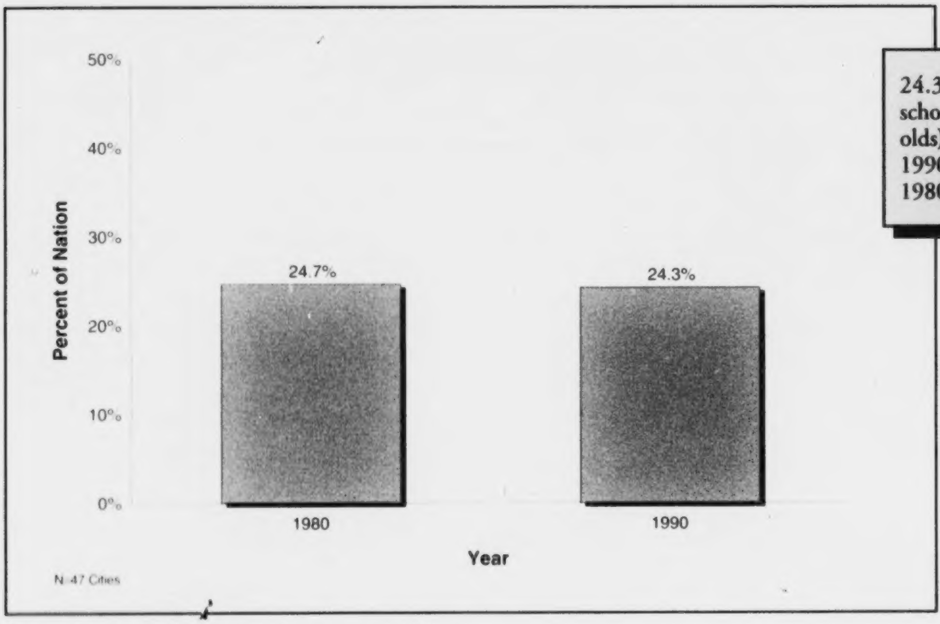
The poverty rate among school-aged children (5-17 year olds) in the Great Cities increased from 24.7% in 1980 to 28.0% in 1990.

Figure 13

Source: Bureau of the Census (see footnote, page 122)

Great City 5-17 Year Old Population in Poverty as Percent of Nation's 5-17 Year Old Population in Poverty

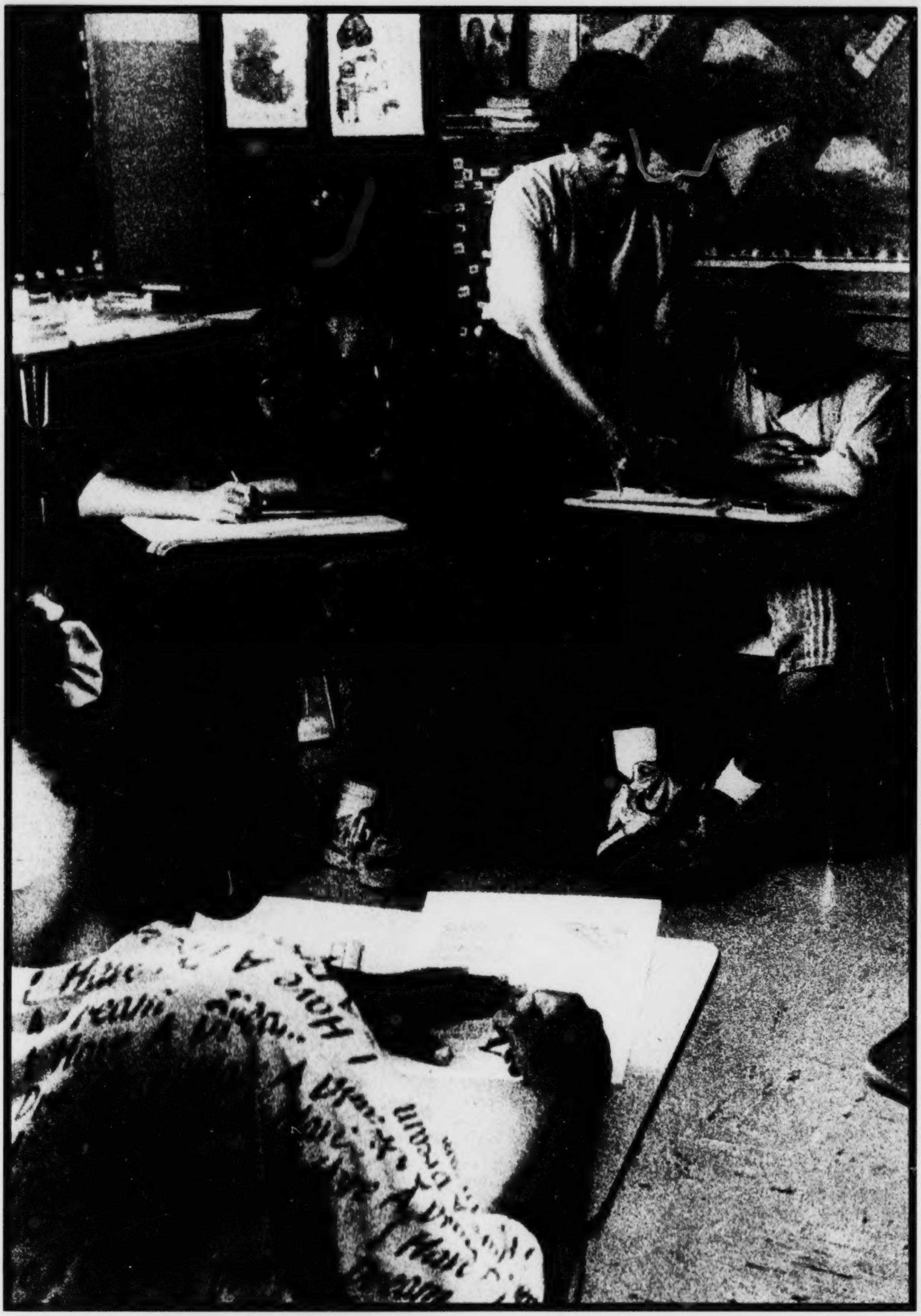
5-17 year olds in poverty in the Great Cities as a percent of the nation's 5-17 year olds in poverty in 1980 and 1990.



24.3% of the nation's poor school-age children (5-17 year olds) lived in the Great Cities in 1990 compared to 24.7% in 1980.

Figure 14

Source: Bureau of the Census (see footnote, page 122)



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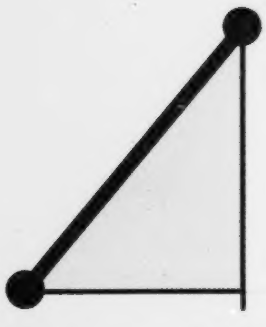
Chapter II:
Urban Goal Indicators


1990
1991
1992
1993

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Urban Goal Indicators

Meeting the National Urban Education Goals, essential to attainment of the national goals set by the President and the Governors, is the highest priority of the Council of the Great City Schools and its member urban public school systems. These goals include benchmarks in the areas of readiness to learn, graduation rates, improved academic achievement, teacher quality, postsecondary opportunities, provision of a safe and caring environment, equitable and adequate funding and increased parental involvement. Data collected for this report and presented in this chapter are compared with the baseline data collected in the 1990-91 school year; other data were collected for the first time in school year 1992-93. In either case the intent is to continue to assess urban school progress through the year 2000.

Unless otherwise specified, all data are from the Council's survey of its membership. All references to the Great City Schools are meant to denote data gathered directly from the 47 urban districts for this report; references to "large city," "large urban area," or "metropolitan area" denote other definitions from other sources shown at the bottom of each figure.

Goal 1: Readiness to Learn

By the year 2000, all urban children will start school ready to learn.

Objectives:

- To provide access for needy urban children aged 3-5 to a full-day, full-year development program, offering a full range of health, nutrition, diagnostic, developmental, educational, social, language, and other services.
- To ensure that urban Pre-K programs will be adequately staffed with qualified personnel and necessary equipment.
- To make available comprehensive child care services to the children of students, and before and after school care for those in need.
- To coordinate affordable preschool services throughout the community to ensure maximum benefits.

Readiness to Learn

A primary strategy for improving student success in urban schools and meeting the National Urban Education Goals is pre-school education. Yet recent national studies indicate that poverty, a key obstacle to gaining access to pre-school education, is on the rise among pre-school aged children. According to a General Accounting Office study (1994) the number of poor pre-school aged children increased by 28% during the 1980s, and 42% lived in large cities; more than half (57%) of these children were also from minority groups. Poor and near-poor pre-school aged children were more likely than non-poor children to be immigrants and to live in linguistically isolated households, the study found, and poor pre-school aged children were less likely to have participated in pre-school than their non-poor counterparts.

Early intervention is particularly important to the millions of young, inner-city school children who suffer from inadequate health care, poor nutrition, lack of access to daycare, and insufficient developmental activities. Several studies on the effects of comprehensive pre-school education and child development programs have documented that these programs provide disadvantaged children with benefits far in excess of program costs.

Urban schools have made and continue to make progress with pre-school children. In 1992-93, more than 3 out of 5 (61.0%) of Great City School districts assessed incoming kindergarten students using multiple indicators including age, health, immunization, and cognitive and emotional development compared to 57.5% of the districts in 1990-91. Another 14.6% of GCS districts used indicators related to health, immunization, and appropriate age, but did not assess cognitive or emotional development; the remaining 24.4% used age only or did not conduct any assessment of readiness. Almost all of the school districts used various assessment tools to diagnose the need for special placement and social or health services.

Sixty-six percent of the incoming first graders in Great City Schools in 1992-93 had been in full-day kindergarten in the same school district the previous year compared with 53.1% in 1990-91; another 17.6% had attended half-day kindergarten; and 6.8% had no prior educational experience. It appears that the quality of Pre-K and early grade programs in the Great City Schools was fairly high, based on the pupil/teacher ratio and the rate of early childhood certification for staff. In 1992-93, there were 11.6 Pre-K students to every teacher and/or paraprofessional, a ratio only somewhat higher than that recommended by the National Association for the Education of Young Children (NAEYC). However, since some districts reported data only on teachers and not paraprofessionals, the actual ratio is likely to be closer to the NAEYC standard. At the kindergarten level there were 23.3 students for every teacher and/or paraprofessional. Further, 71.9% of Great City School pre-school staff — teachers and paraprofessionals combined — held an early childhood credential, and 76.2% of Great City School kindergarten teachers were fully credentialed as elementary school teachers. (Some states did not require all Pre-K staff to be credentialed.)

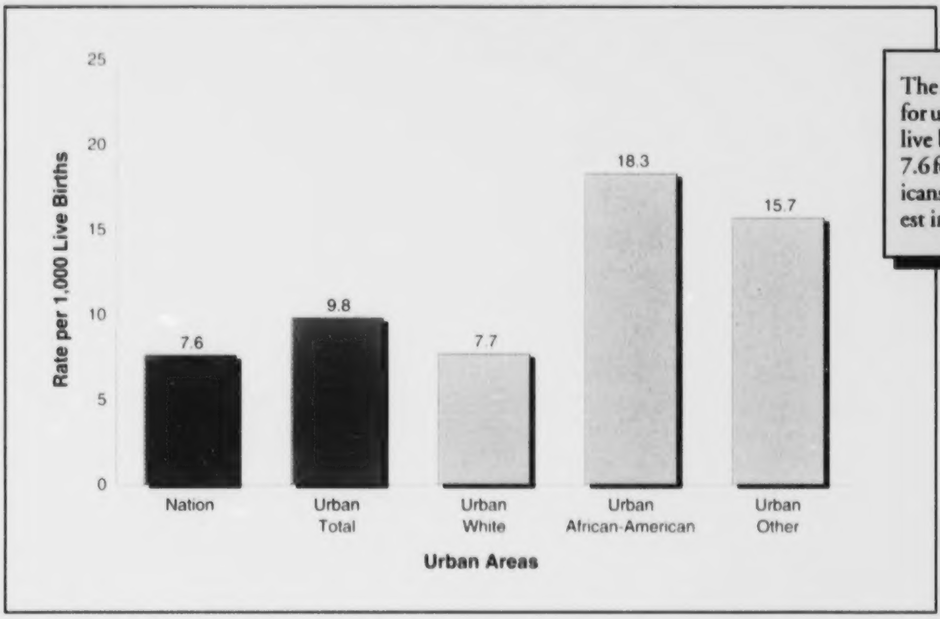
Goal 1: Readiness To Learn

How Are We Doing: At-a-Glance

- Between 1990 and 1992, the proportion of children, ages 3-to-5 years-old, residing in central cities and enrolled in nursery school declined from 27.7% to 21.2%.
- In 1990, 31.9% of poor and 32.5% near-poor immigrant children (3-to-4-year-olds) participated in pre-school, lesser rates than that of non-poor immigrant youth (40.5%).
- 42% of poor pre-school aged children (3-to-4-year-olds) resided in large cities, 24% in smaller cities and suburbs, 23% in rural areas, and 11% in small towns.
- 24.4% of GCS districts did not conduct any assessment of Pre-K students for readiness to learn or used only age in 1992-93.
- In 1992-93, 66.0% of incoming first graders had attended full-day Kindergarten compared to 53.1% in 1990-91 and 17.6% had attended a half-day Kindergarten, while 6.8% had not attended Kindergarten (for 9.6% prior schooling could not be determined).
- There was one teacher or paraprofessional to every 11.6 Pre-Kindergarten students in the GCS in 1992-93 compared to 14.4 in 1990-91.
- At the Kindergarten level, there were 23.3 GCS students to every teacher or paraprofessional in 1992-93, about the same as in 1990-91.
- 71.9% of Pre-K staff held a professional early childhood credential in 1992-93 compared with 52.4% in 1990-91.
- More than 3 out of 4 (76.2%) of GCS kindergarten staff were certified elementary school teachers in 1992-93.

Infant Mortality

Rate per 1,000 live births of infants by metropolitan area and nation, 1990.



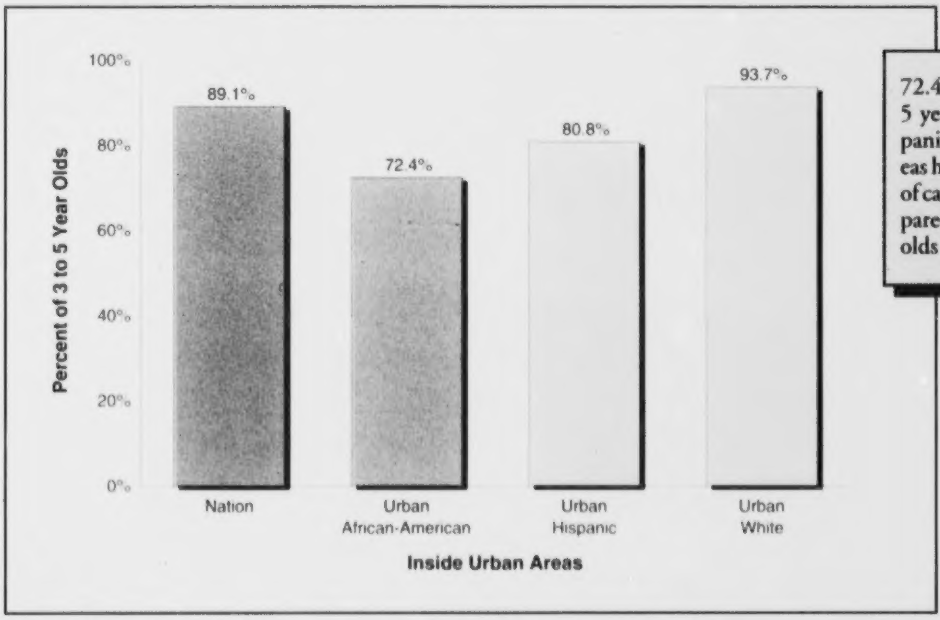
The average infant mortality rate for urban areas was 9.8 per 1,000 live births in 1990 compared to 7.6 for the nation; African-Americans in urban areas had the highest infant mortality rate at 18.3.

Figure 15

Source: National Center for Health Statistics (see footnote, page 122)

Health Care

Percent of 3 to 5 year olds who had regular source of health care when sick, nation compared to inside urban areas by race/ethnicity.



72.4% of African-American 3 to 5 year olds and 80.8% of Hispanic children inside urban areas had access to a regular source of care when they were sick compared to 89.1% of all 3 to 5 year olds in the nation.

Figure 16

Source: National Center for Education Statistics and Westat Inc. (see footnote, page 122)

Proportion of 3 to 5 Year Olds Enrolled in Nursery School by Metropolitan Location

Proportion of 3 to 5 year olds enrolled in nursery school by metropolitan location in 1990 and 1992.

In 1992, 21.2% of 3 to 5 year olds living in central cities were enrolled in nursery school; this is down from 1990 when 27.7% were enrolled. Nationally, 24.7% of all 3 to 5 year olds were enrolled in nursery school, down from 30.1% in 1990.

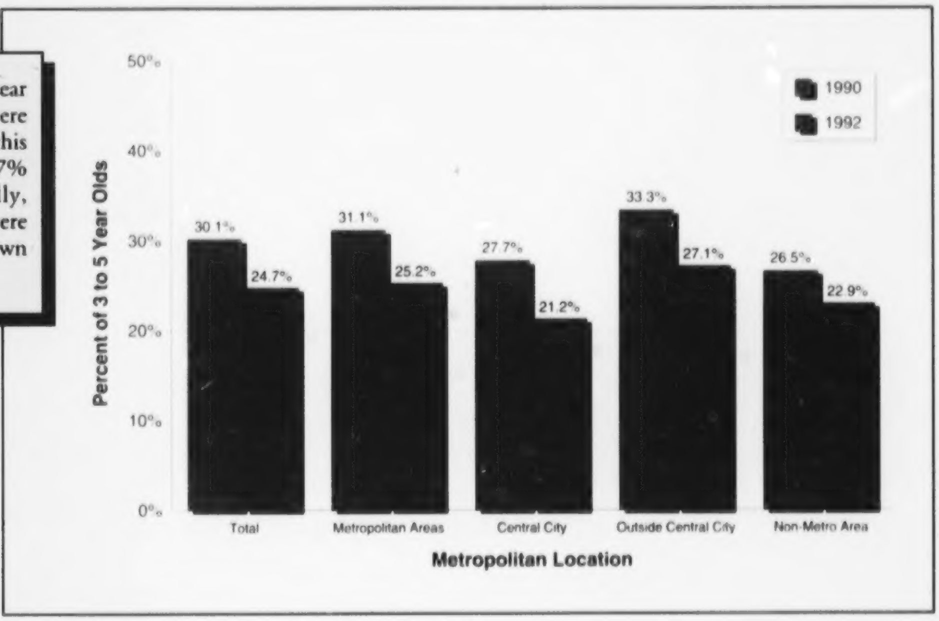


Figure 17

Source: U.S. Bureau of the Census (see footnote, page 122)

Percent of Immigrant 3 to 4 Year Olds Participating in Pre-School by Poverty Status

Percent of immigrant 3 to 4 year olds participating in Pre-school by poverty status in 1990.

In 1990, about a third (31.9%) of poor immigrant 3 to 4 year olds participated in Pre-school; in comparison, 40.5% of the non-poor did so.

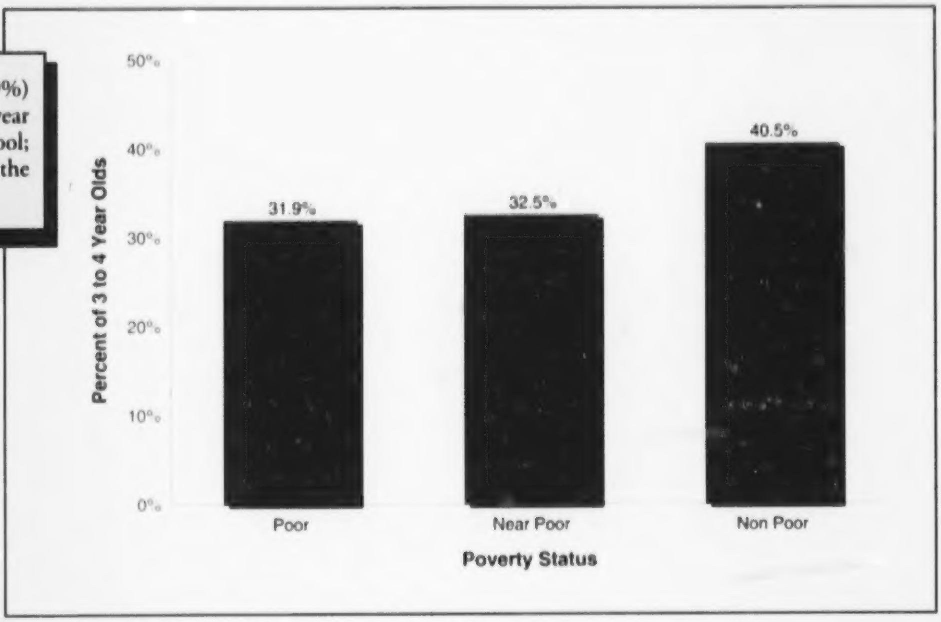
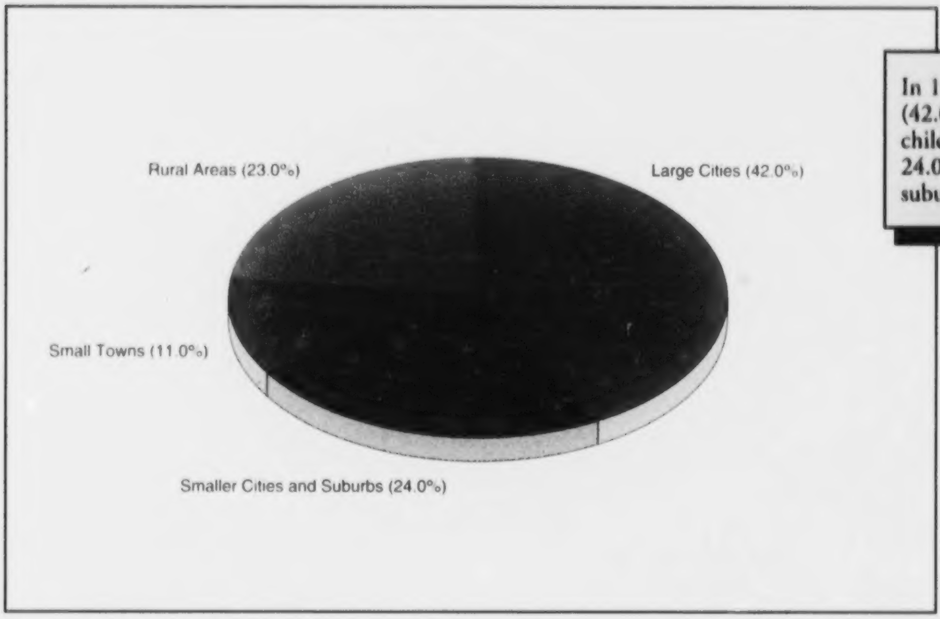


Figure 18

Source: General Accounting Office (see footnote, page 122)

Distribution of Poor 3 to 4 Year Old Children Living in Metropolitan Areas

Percentage of poor 3 to 4 year old children living in metropolitan areas in 1990.



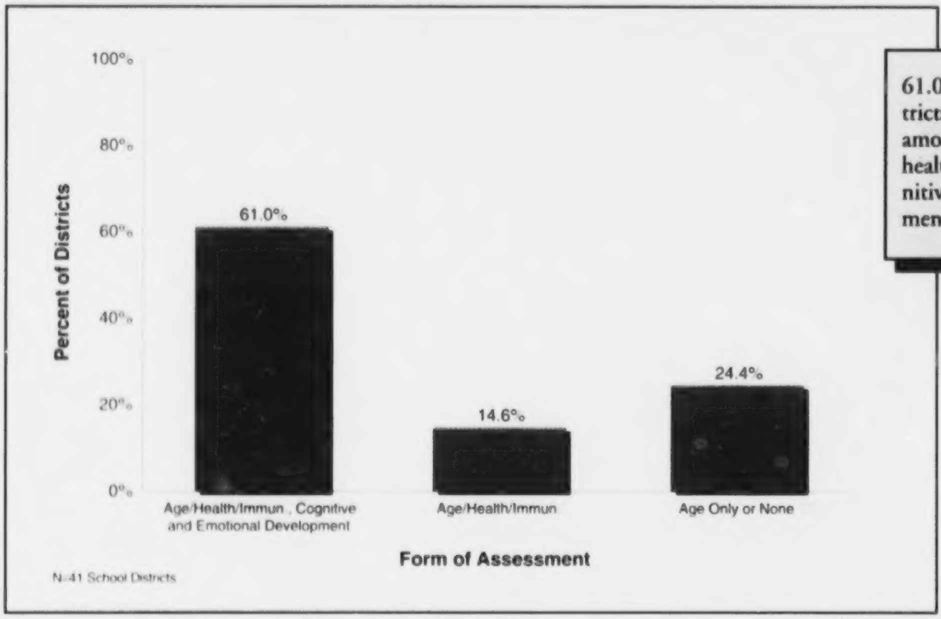
In 1990, more than 2 out of 5 (42.0%) poor Pre-school aged children lived in large cities; 24.0% lived in smaller cities and suburbs.

Figure 19

Source: General Accounting Office (see footnote, page 122)

Great City School Methods of Assessing School Readiness

Percent of Great City School districts assessing school readiness by method in 1992-93.



61.0% of Great City School districts assessed school readiness among Pre-K children using age, health, immunization and cognitive and emotional development; 24.4% used age only.

Figure 20

Source: Council of the Great City Schools (see footnote, page 122)

Great City School First Graders with Prior Education

Percent of entering Great City School first graders with specified kinds of prior education in the same school district in 1992-93.

66.0% of entering first graders in the Great City Schools had been in full-day Kindergarten prior to entering first grade.

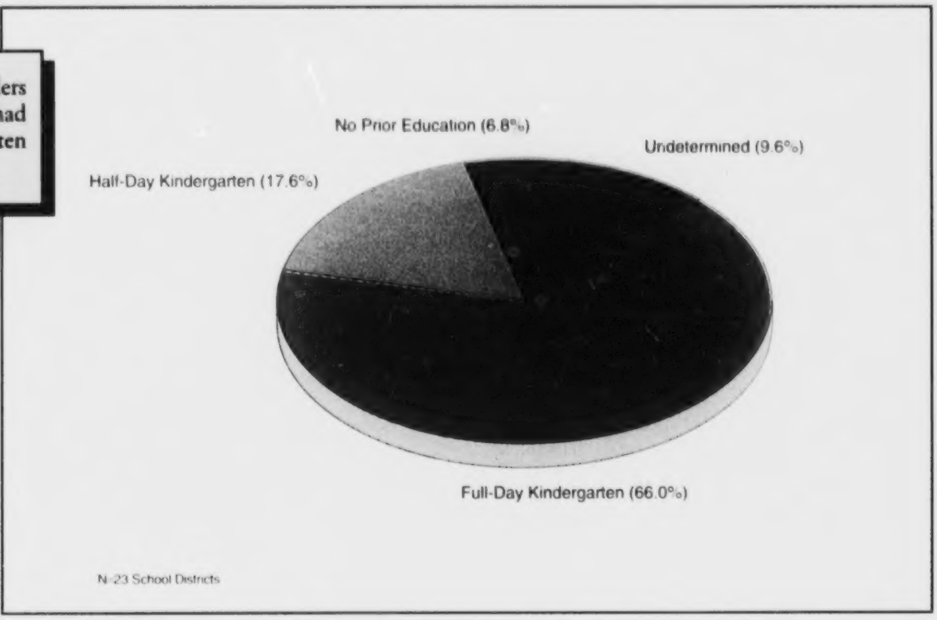


Figure 21

Source: Council of the Great City Schools (see footnote, page 122)

Great City School Pupil/Teacher Ratios for Early Childhood

Ratio of Pre-K and Kindergarten pupils to teachers and paraprofessionals in the Great City Schools in 1992-93.

There were 11.6 Pre-K pupils for every teacher or paraprofessional in the Great City Schools and 23.3 Kindergarten pupils for every teacher or paraprofessional.

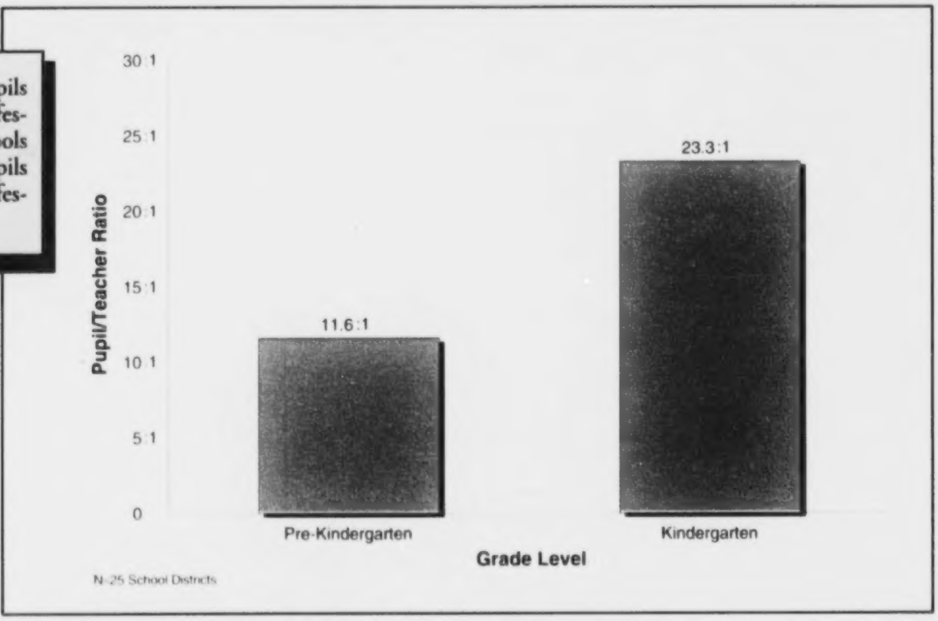


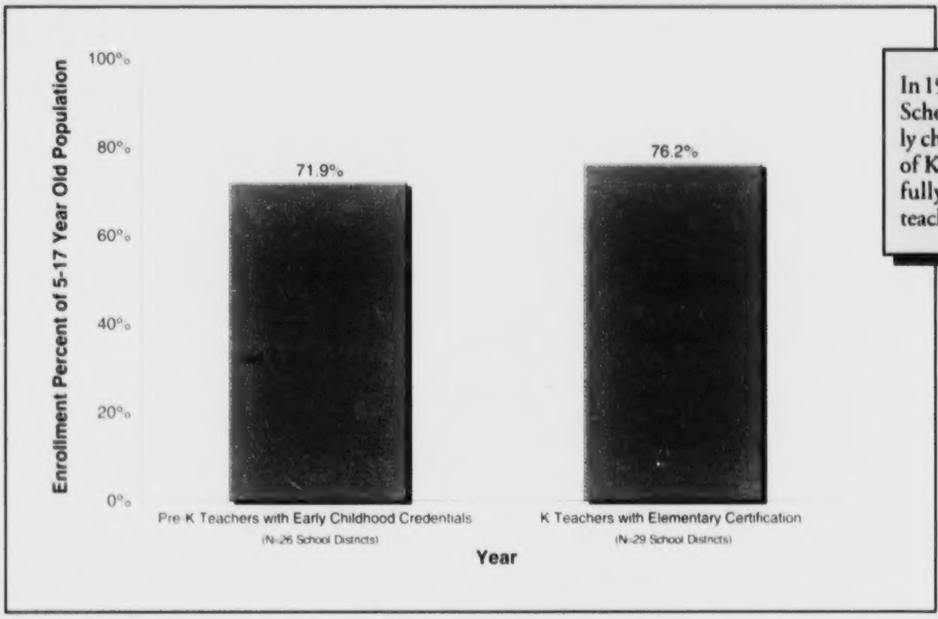
Figure 22

Source: Council of the Great City Schools (see footnote, page 122)

46

Certification of Great City School Early Childhood Staff

Percent of Great City School Pre-K staff with early childhood credentials and Kindergarten staff with elementary school certification in 1992-93.



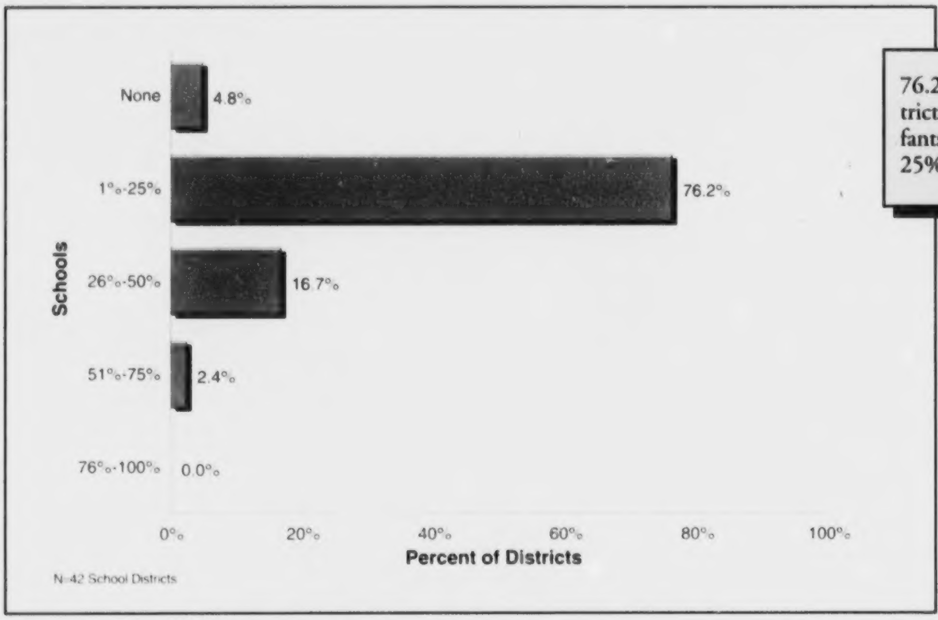
In 1992-93, 71.9% of Great City School Pre-K personnel had early childhood credentials; 76.2% of Kindergarten personnel were fully certified as elementary teachers.

Figure 23

Source: Council of the Great City Schools (see footnote, page 123)

Child Care Programs for Infants of Teen Mothers

Percent of Great City School districts with child care for infants of teen mothers in specified intervals of their schools in 1992-93.



76.2% of Great City School districts provided child care for infants of teen mothers in 1%-25% of their schools.

Figure 24

Source: Council of the Great City Schools (see footnote, page 123)

Goal 2: Increased Graduation Rates

By the year 2000, urban schools will increase their graduation rates so they are at least comparable to the national average.

Objectives:

- To reduce the gap in graduation rates between urban and non-urban youth, among students of various racial, disability, language and ethnic backgrounds, and among students of varying economic circumstances.
- To reduce urban dropouts by 50% by the year 2000, and by another 50% by 2012.
- To increase urban four year graduation rates annually between 1991 and 2000.
- To increase daily urban student attendance rates to 95% for elementary schools and 90% for secondary schools.
- To increase the number of urban dropouts who return to school.
- To reduce urban school rates of in-grade retention by 10% annually.

Increased Graduation Rates

Graduation from high school is the major component for a productive future in the ever-changing and more complex global society in which we live. The nation now needs more educated workers with advanced skills in order to compete in the world economy. National data show that urban school systems have been making headway in this regard.

Between 1990 and 1992, the annual dropout rates in central cities declined from 5.7% to 4.9%, while the retention rates also increased. Nationally, dropout rates for African-American students declined considerably; however, the dropout rate among Hispanic youth, though slightly lower, is still at unacceptable levels. In fact, Hispanic youth have the highest dropout rate among all racial/ethnic groups. According to a recent General Accounting Office (July 1994) report, the dropout rate for Hispanics was highest among those youth who were: not born in the United States; had limited English speaking ability, and were from poor families. However, the Council's findings, unlike the national trends, show increases in dropout rates for both African-Americans and Hispanics but the number of districts reporting data on this item was low.

In 1992-93, the median annual dropout rate in the Great City Schools was 8.7% in 1992-93 compared to 8.8% in 1990-91. During the period 1990-91 to 1992-93, more than half (52.9%) of Great City School districts experienced an overall decrease in their annual dropout rates while 47.1% experienced an increase. The percent of Great City School districts reporting annual dropout rates of 5% or less increased from 14.7% in 1990-91 to 20.6% in 1992-93. In addition, the percent of Great City School districts reporting rates between 10.1% and 15.0% declined during the 1990-91 and 1992-93 period, from 20.6% to 14.7%. However, between 1990-91 and 1992-93, the percent of Great City School districts with annual dropout rates greater than 15.0% increased from 11.8% to 14.7%.

Annual dropout rates varied by race/ethnicity. In 1992-93, 42.1% of Great City School districts reported annual dropout rates of 10.0% or less among African-American students; 15.8% reported rates ranging from 10.1% to 15.0%; and 42.1% had rates greater than 15.0%. Among white students, 73.7% of Great City School districts noted annual dropout rates of 10.0% or less; 15.8% reported rates between 10.1% and 15.0%; and 10.5% noted rates of 15.0% or greater. In 1992-93, 36.8% of Great City School districts reported annual dropout rates of under 10.0% among Hispanic students; 26.3% had rates between 10.1 % and 15.0%; and 36.8% reported annual dropout rates of more than 15.0%. In 1992-93, 78.9 % of the Great City School districts reported annual dropout rates of 10.0% or less among Asian-Americans. Annual dropout rates also varied by sex: 73.9% of Great City School districts had rates of 10.0% or less among their female students and 52.1% among their male students. (Note that dropout rates are presented in intervals to minimize the differences in the ways districts calculate rates and define dropouts.)

Finally, some 90% of Great City Schools reported a decline in their 4-year dropout rates between 1990-91 and 1992-93.

Goal 2: Increased Graduation Rates

How Are We Doing: At-a-Glance

- More than half (52.9%) of GCS districts experienced a decrease in their annual dropout rate, and 47.1% had an increase between 1990-91 and 1992-93.
- 70.6% of GCS districts reported annual dropout rates of 10.0% or less in 1992-93; in 1990-91, 67.6% had dropout rates in this range. 29.4% of districts had annual dropout rates above 10.0% in 1992-93, this is down from 1990-91 when 32.4% of GCS districts had rates in this range.
- In 1992-93, 5.3% of GCS districts had annual rates of 5.0% and less among African American students, 36.8% had rates from 5.1% to 10.0%, 15.8% had rates between 10.1% and 15.0%, and 42.1% had rates greater than 15.0%.
- 15.8% of GCS districts had annual dropout rates of 5.0% and less among whites in 1992-93, 57.9% had annual rates of 5.1% to 10.0%, 15.8% had rates of 10.1% to 15.0%, and 10.5% had rates above 15.0%.
- 10.5% of GCS districts had annual dropout rates of 5.0% or less among Hispanic students in 1992-93, 26.3% had rates of 5.1% to 10.0%, 26.3% had annual rates of 10.1% to 15.0%, and 36.8% had rates greater than 15.0%.
- 36.8% of GCS districts had rates of 5.0% or less among Asian-Americans, 42.1% had rates of 5.1% to 10%, 21.1% had rates from 10.1 % to 15.0%, and none had rates of 15.0% and greater.
- 4.3% of GCS districts had annual dropout rates of 5.0% or less among male students in 1992-93, 47.8% had rates between 5.1% and 10.0%, 21.7% had rates of 10.1 % to 15.0%, and 26.1% had rates greater than 15.0%.
- 17.4% of GCS districts had annual dropout rates of 5.0% or less among female students in 1992-93, 56.5% had rates between 5.1% to 10.0%, 17.4% had rates of 10.1% to 15.0%, and 8.7% had rates of more than 15.0%.
- 90.0% of Great City School districts reported a decrease in their four-year dropout rates from 1990-91 to 1992-93.
- Between 1990-91 and 1992-93, the percent of Great City School districts with four-year dropout rates of 25.1% to 35.0% held steady at 35.0%; the percent of school districts with dropout rates of 35.1% or greater declined from 35.0% to 25.0%.
- Graduates comprised 4.0% of the GCS' K-12 enrollment in 1992-93, compared to the national percentage of 6.3%.
- In 1992-93, African-Americans comprised 34.8% of all GCS graduates while accounting for 42.1% of total GCS enrollment; 29.1% of graduates were white while only 23.5% of enrollment consisted of whites; Hispanics comprised 23.7% of graduates and 27.9% of enrollment.

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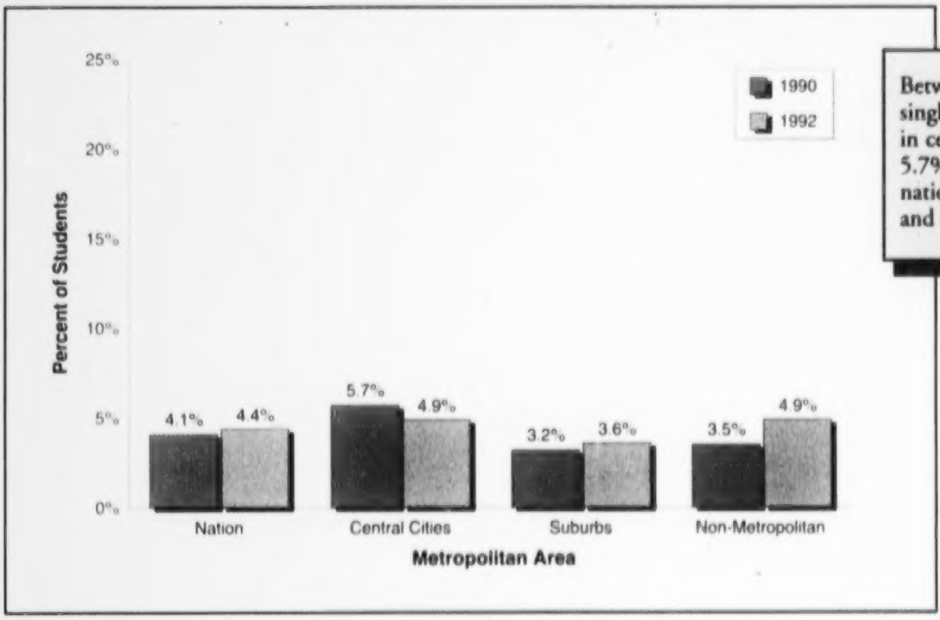
Single Year Dropout Rate

Percent of students in 1990 and 1992 who had dropped out or stayed in school during a single year.



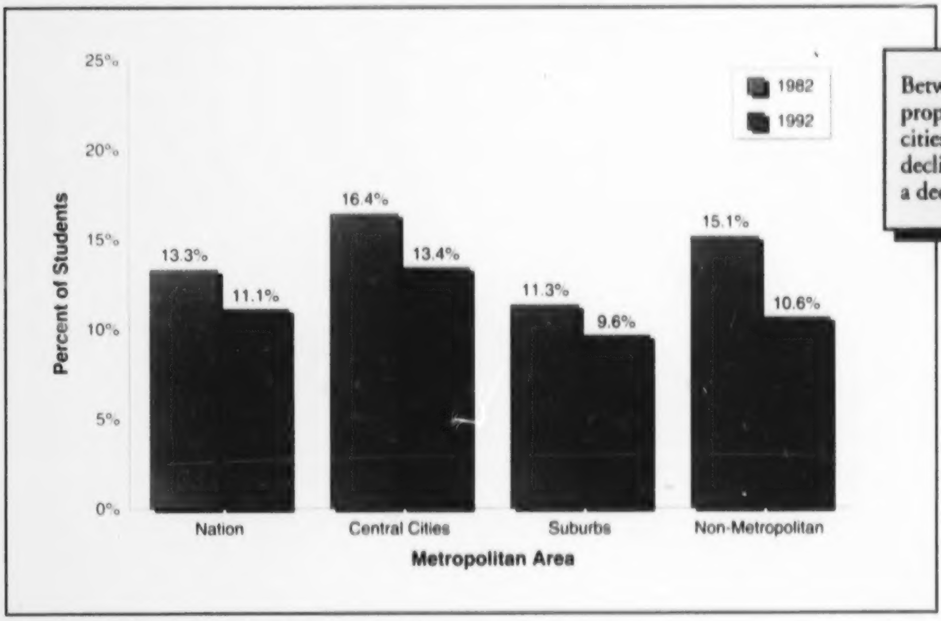
Between 1990 and 1992, the single-year school dropout rate in central cities decreased from 5.7% to 4.9% compared to the national rate of 4.1% in 1990 and 4.4% in 1992.

Figure 25

Source: Council of the Great City Schools and the National Center for Education Statistics (see footnote, page 123)

Status Dropout Rate

Percent of young adult population (16 to 24 years old) who dropped out of school and were not enrolled by race/ethnicity in 1982 and 1992.



Between 1982 and 1992, the proportion of youth in central cities who dropped out of school declined from 16.4% to 13.4%, a decrease of 18.3%.

Figure 26

Source: U.S. Census Bureau (see footnote, page 123)

Single Year Retention Rate

The percent of students in 1990 and 1992 who stayed in school during a single year.

Between 1990 and 1992, the retention rate in central city schools increased from 94.3% to 95.1%. The national retention rate dipped slightly from 95.9% to 95.6%.

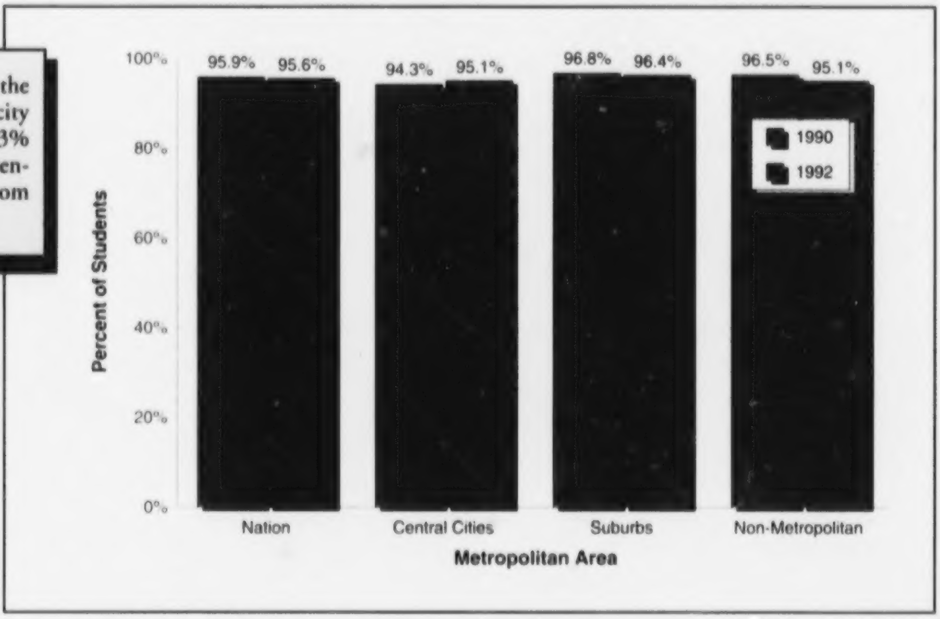


Figure 27

Source: National Center for Education Statistics (see footnote, page 123)

Change in Great City School Annual Dropout Rates

Percent of Great City School districts whose annual dropout rates increased or decreased between 1990-91 and 1992-93.

52.9% of Great City School districts had a decrease in their annual dropout rates between 1990-91 and 1992-93.

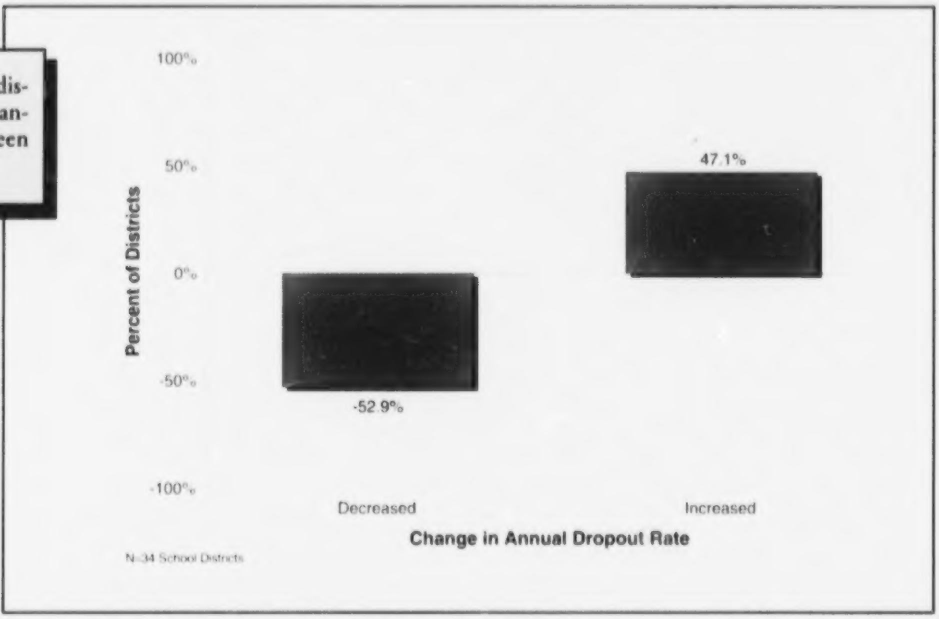
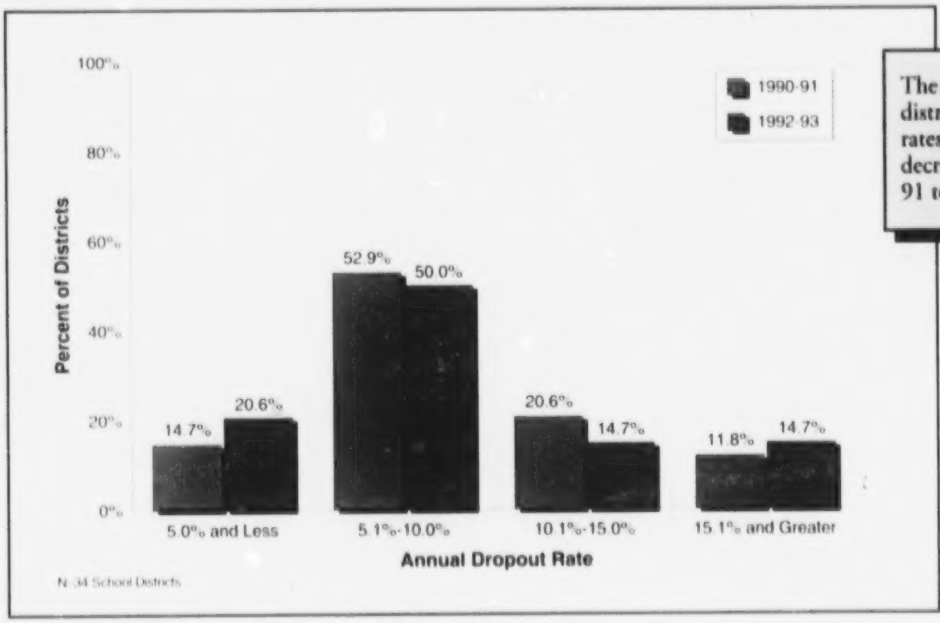


Figure 28

Source: Council of the Great City Schools (see footnote, page 123)

Great City School Annual Dropout Rates

Percent of Great City School districts with annual dropout rates in specified intervals in 1990-91 and 1992-93.



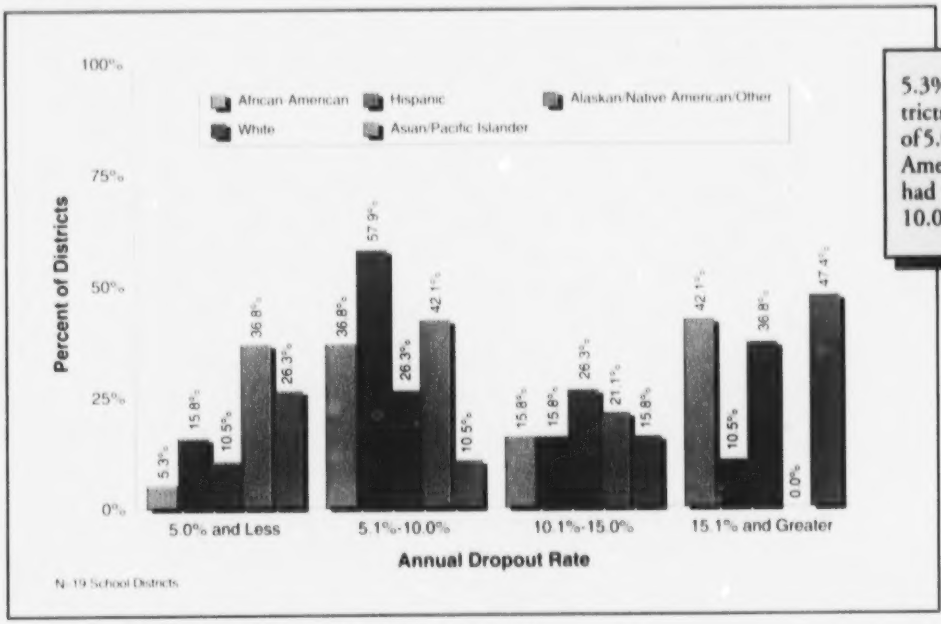
The percent of Great City School districts with annual dropout rates between 5.1% and 10.0% decreased from 52.9% in 1990-91 to 50.0% in 1992-93.

Figure 29

Source: Council of the Great City Schools (see footnote, page 123)

Great City School Annual Dropout Rates by Race/Ethnicity

Percent of Great City School districts with annual dropout rates by race/ethnicity in specified intervals in 1992-93.



5.3% of Great City School districts had annual dropout rates of 5.0% and less among African-American students and 36.8% had rates between 5.1% and 10.0%.

Figure 30

Source: Council of the Great City Schools (see footnote, page 123)

Change in Great City School Annual Dropout Rates by Race/ Ethnicity

Percent of Great City School districts whose annual dropout rates increased or decreased by race/ ethnicity between 1990-91 and 1992-93.

Between 1990-91 and 1992-93, 77.8% of Great City School districts reported an increase in annual dropout rates among African-Americans.

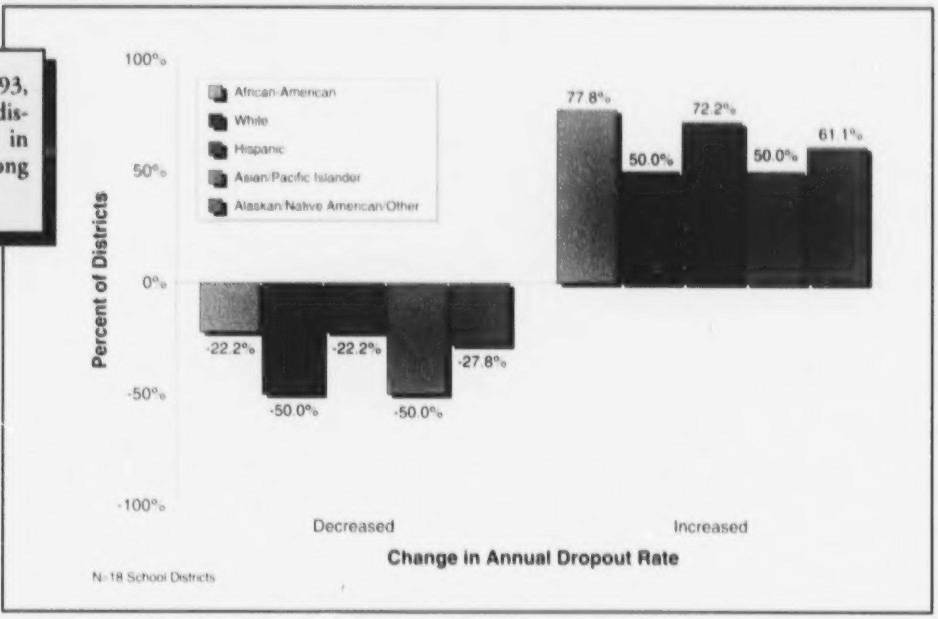


Figure 31

Source: Council of the Great City Schools (see footnote, page 123)

Great City School Annual Dropout Rates by Sex

Percent of Great City School districts with annual dropout rates by sex in specified intervals in 1992-93.

4.3% of Great City School districts had annual dropout rates among male students of 5.0% and less, 47.8% had rates between 5.1-10.0%, 21.7% had rates between 10.1-15.0%, and 26.1% had rates of 15.1% and greater.

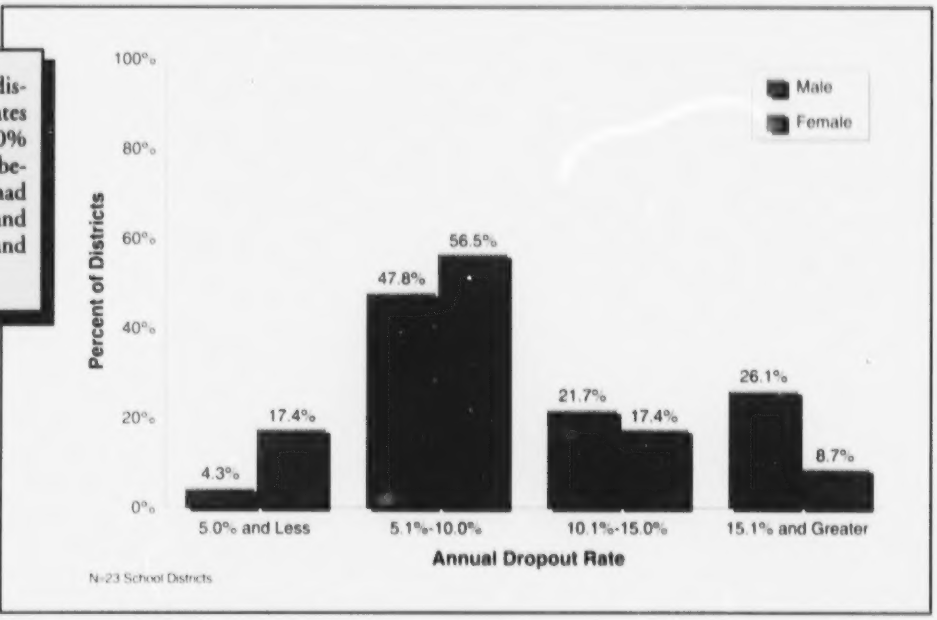
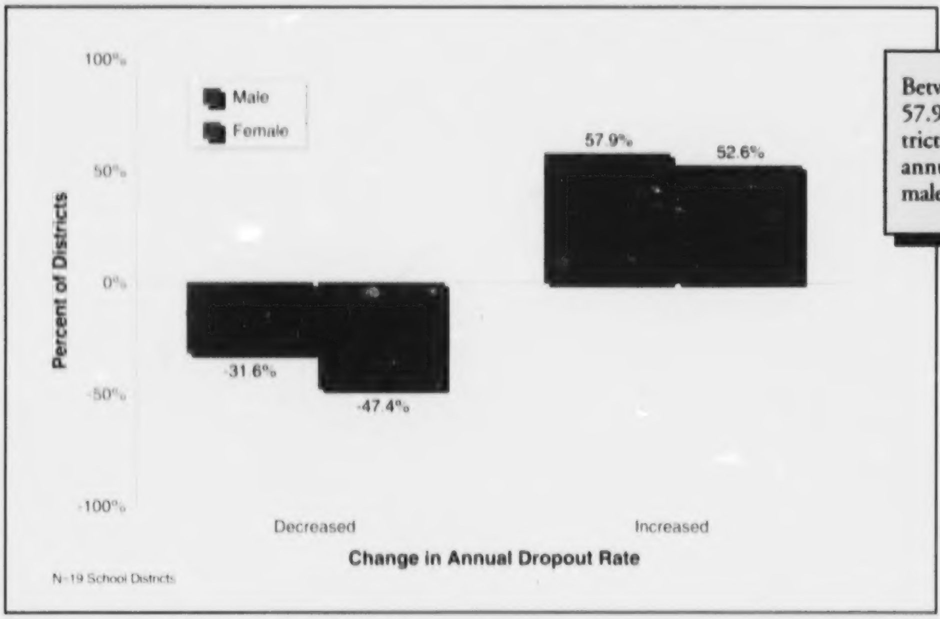


Figure 32

Source: Council of the Great City Schools (see footnote, page 123)

Change in Great City School Annual Dropout Rates by Sex

Percent of Great City School districts whose annual dropout rates increased or decreased by sex between 1990-91 and 1992-93.



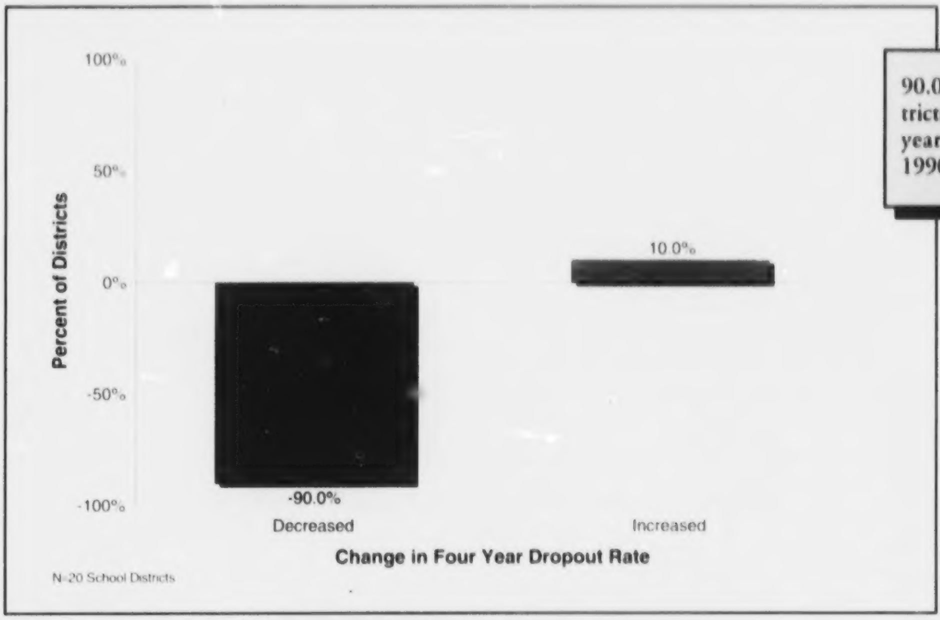
Between 1990-91 and 1992-93, 57.9% of Great City School districts reported an increase in annual dropout rates among males and 52.6% among females.

Figure 33

Source: Council of the Great City Schools (see footnote, page 124)

Change in Great City School Four Year Dropout Rates

Percent of Great City School districts whose four year dropout rates increased or decreased between 1990-91 and 1992-93.



90.0% of Great City School districts had a decrease in their four year dropout rates between 1990-91 and 1992-93.

Figure 34

Source: Council of the Great City Schools (see footnote, page 124)

Great City School Four Year Dropout Rates

Percent of Great City School districts with four year dropout rates in specified intervals in 1990-91 and 1992-93.

The percent of Great City School districts with four year dropout rates greater than 35.0% decreased from 35.0% to 25.0% between 1990-91 and 1992-93.

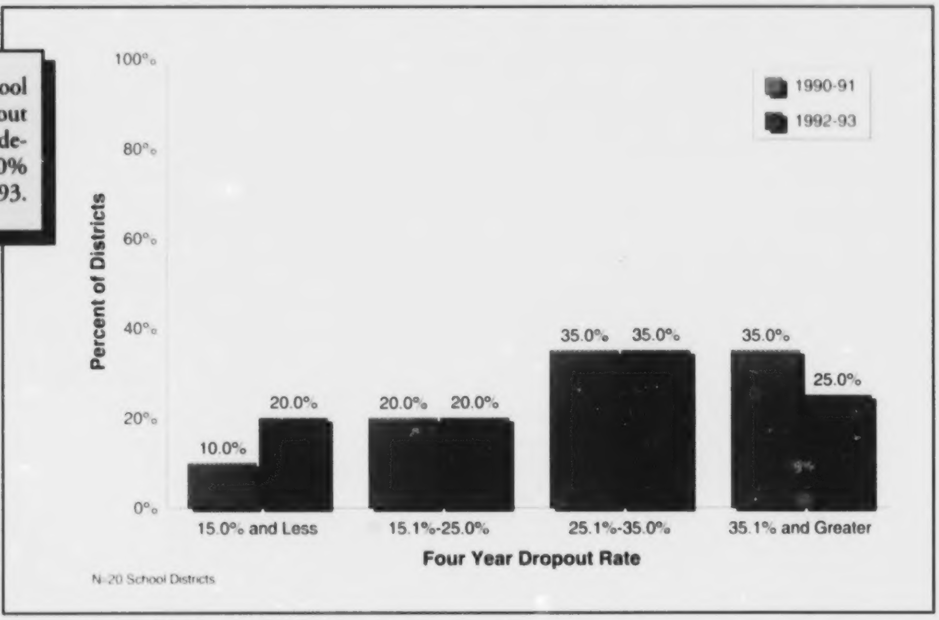


Figure 35

Source: Council of the Great City Schools (see footnote, page 124)

Great City School Graduates by Race/Ethnicity, 1990-91

Percent of Great City School graduates by race/ethnicity compared to each race's share of total Great City School K-12 enrollment in 1990-91.

In 1990-91, African-American students comprised 34.8% of Great City School graduates and 42.1% of the K-12 enrollment.

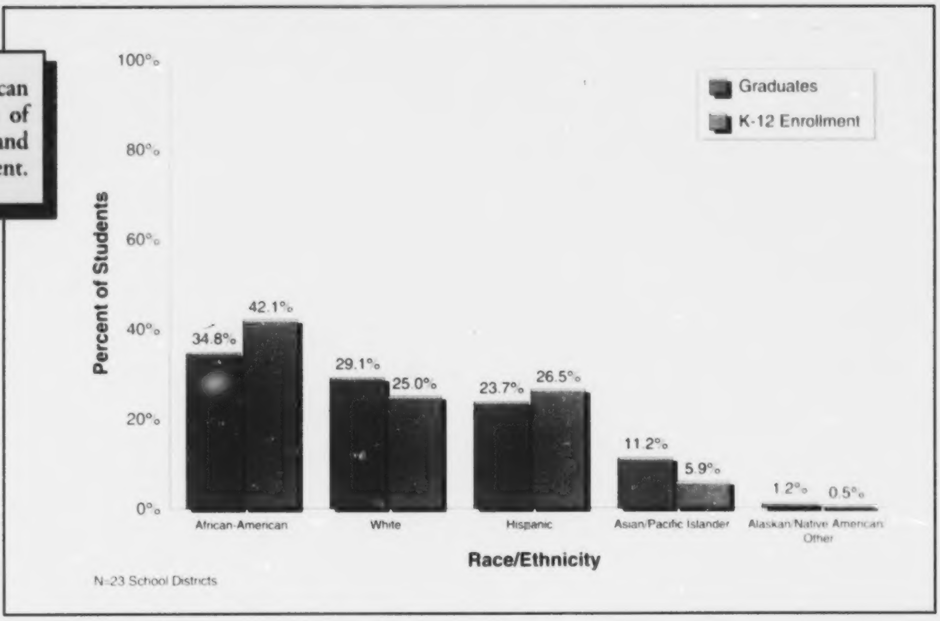
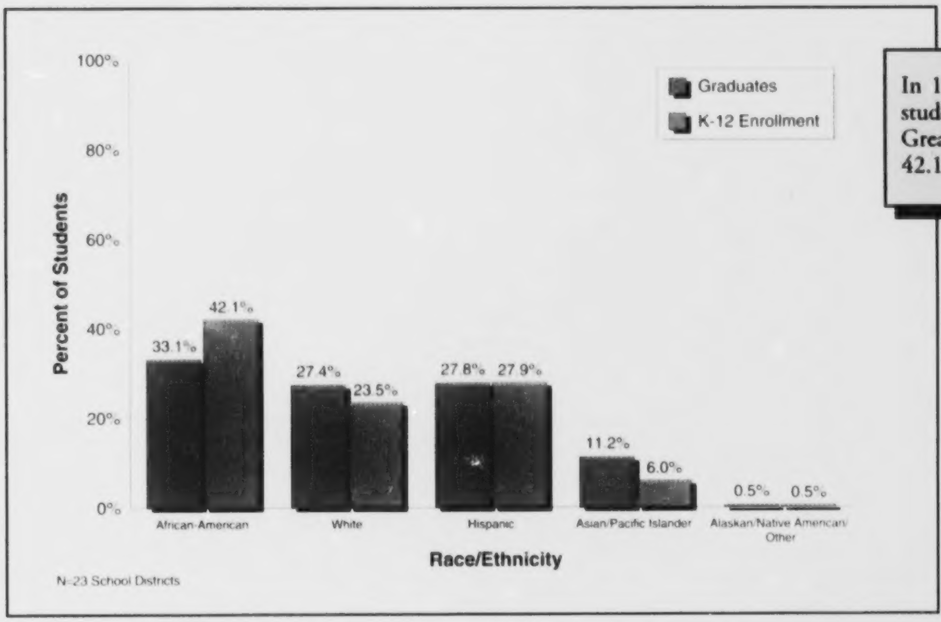


Figure 36

Source: Council of the Great City Schools (see footnote, page 124)

Great City School Graduates by Race/Ethnicity, 1992-93

Percent of Great City School graduates by race/ethnicity compared to each race's share of total Great City School K-12 enrollment in 1992-93.



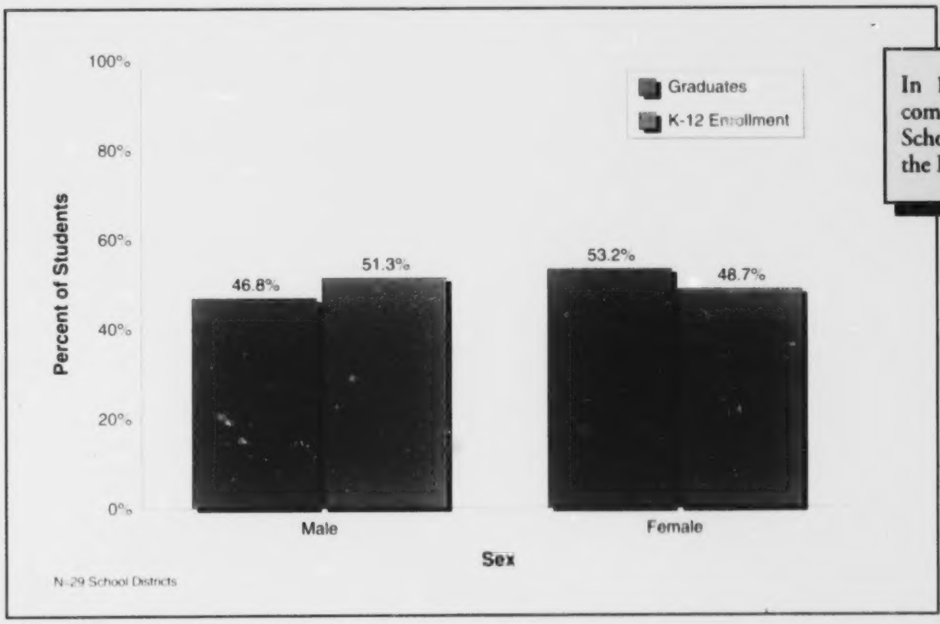
In 1992-93, African-American students comprised 33.1% of Great City School graduates and 42.1% of the K-12 enrollment.

Figure 37

Source: Council of the Great City Schools (see footnote, page 124)

Great City School Graduates by Sex, 1990-91

Percent of Great City School graduates by sex compared to each sex's share of total Great City School K-12 enrollment in 1990-91.



In 1990-91, female students comprised 53.2% of Great City School graduates and 48.7% of the K-12 enrollment.

Figure 38

Source: Council of the Great City Schools (see footnote, page 124)

Great City School Graduates by Sex, 1992-93

Percent of Great City School graduates by sex compared to each sex's share of total Great City School K-12 enrollment in 1992-93.

In 1992-93, female students comprised 53.4% of Great City School graduates and 48.8% of the K-12 enrollment.

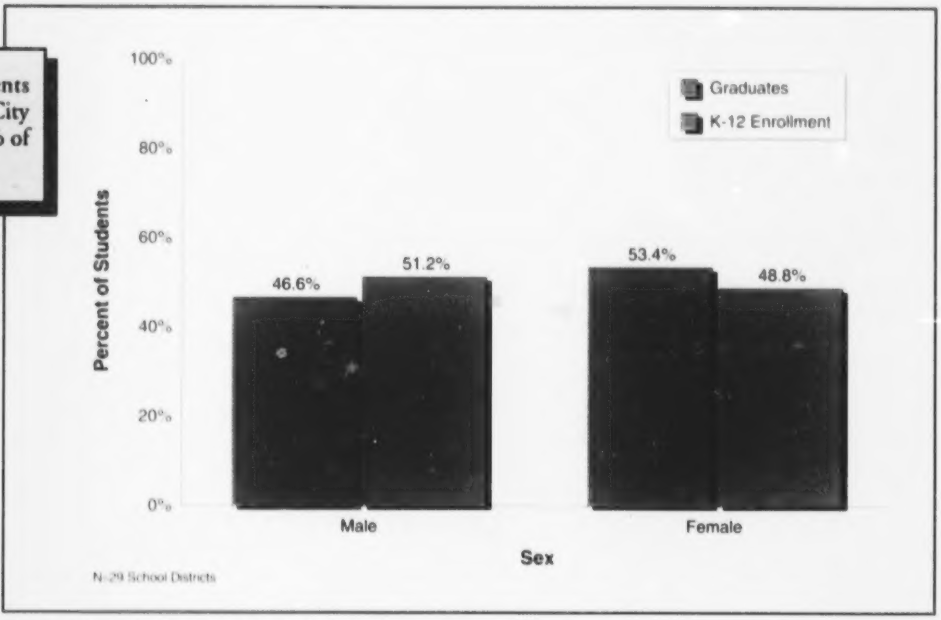


Figure 39

Source: Council of the Great City Schools (see footnote, page 124)

Dropout Prevention Programs for Teen Mothers

Percent of Great City School districts with dropout prevention programs for teen mothers in specified intervals of their schools in 1992-93.

33.3% of Great City School districts had dropout prevention programs for teen mothers in 76%-100% of their schools.

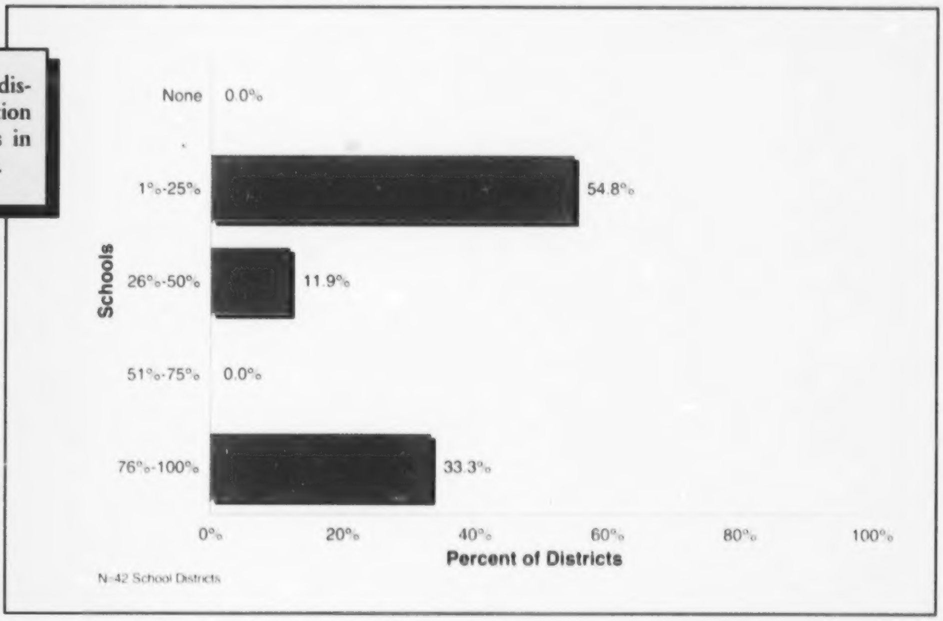


Figure 40

Source: Council of the Great City Schools (see footnote, page 124)

Goal 3: Improved Academic Achievement

By the year 2000, schools and communities will demonstrate high expectations for all learners, so that urban students will attain a level of achievement that will allow them to successfully compete with students nationally and internationally in our global community.

Objectives:

- To close the gap in academic achievement between urban and suburban schools.
- To continue to close gaps in academic achievement among urban students of all racial, ethnic, cultural, and socioeconomic backgrounds, and disabilities.
- To improve the distribution of student test scores across all four quartiles.
- To increase the numbers of students who take the SAT or ACT and to boost the average system-wide scores annually.
- To demonstrate achievement scores that equal or exceed norms on nationally standardized tests.
- To increase the enrollment of urban students in math and science advanced courses and other preparatory courses.
- To increase enrollment of urban students in core curriculum subjects.

Improved Academic Achievement

The primary goal of the Great City Schools is to improve the academic achievement of our students to meet the national performance standards in the various subject areas. Our charge is to deliver quality education to all students, and our belief is that all students can learn, whether they are children of color, poor disadvantaged, limited English proficient, gifted or talented. Today, students in disadvantaged communities are still likely to achieve at lower rates than their national counterparts.

Reading achievement held steady for Great City School students between 1990-91 and 1992-93. In 1990-91, 32.2% of Great City School students scored in the bottom quartile on their district's standardized norm-referenced reading test, compared to 32.9% in 1992-93. Almost 2 out of 5 (39.9%) of Great City School students in grades K-6 scored above the 50th percentile in reading, as did 38.8% in grades 7-8 and 42.0% in grades 9-12. The percentage of students scoring above the 50th percentile held steady for all grade spans between 1990-91 (40.2%) and 1992-93 (40.0%).

Reading achievement rates above the norm in the Great City Schools varied by race/ethnicity, with whites outscoring youth of color at each grade level. In 1992-93, 31.3% of Great City School African-American students in grades K-6 scored above the norm, compared to 60.7% of their white counterparts, 32.0% of Hispanics, and 40.3% of Asian-Americans. Between 1990-91 and 1992-93, the percent of Great City School Hispanics in grades K-6 scoring above the norm increased from 30.4% to 32.0% (a 5.3% increase). Between 1990-91 and 1992-93, the percent of Great City School male and female students scoring above the norm in reading achievement held steady at all grade levels, with the exception of females in grades 9-12. In 1990-91, 46.9% of females in grades 9-12 scored above the norm, but by 1992-93, the percent had dropped to 41.8%.

Great City School students experienced somewhat different patterns in math achievement. The percent of students scoring in the bottom quarter for math increased from 28.1% to 29.6%, while the percent of students scoring in the top quarter decreased slightly from 25.3% to 23.4%. Further, the percent of Great City School students at the elementary and junior/middle grade levels who scored above the 50th percentile in math also declined. In grades K-6, 51.0% of Great City School students scored above the norm in 1990-91 and 47.9% in 1992-1993; in grades 7-8, 42.4% scored above the norm in 1990-91 and 38.8% in 1992-93. Students in grades 9-12 made some gains in math achievement, however, with 42.5% scoring above the norm in 1990-91 and 44.0% in 1992-93. The percentage of students scoring above the 50th percentile in math achievement declined overall, from 47.6% in 1990-91 to 45.4% in 1992-93. In math achievement, the patterns by race/ethnicity were similar to those in reading except African-American and Hispanic students did considerably better in math achievement than in reading, particularly in grades K-6. However, the percent of Great City School African-American students who scored above the norm in the middle grades declined from 29.3% in 1990-91 to 26.2% in 1992-93; a similar pattern was evident among their Hispanic counterparts. Females outscored their male counterparts in math achievement for all grade levels, with the exception of grades 9-12, where the percent of females above the norm was less than their male counterparts (45.8% vs. 47.3%).

The good news is that 34.5% of Great City School students passed first year Algebra in 1992-93—an increase over 1990-91, when only 31.8% did so. Another piece of good news is that the percent of both African-Americans and Hispanics who had passed first year Algebra increased considerably between 1990-91 and 1992-93. Finally, Great City School students continue to pass Advanced Placement courses at higher rates than the national averages.

Goal 3: Improved Academic Achievement

How Are We Doing: At-a-Glance

- Five percent of fourth graders in disadvantaged urban communities met the NAEP national standards for reading in 1992 compared to 25% of fourth graders nationally.
- Between 1990-91 and 1992-93, the percent of GCS students scoring in the bottom quarter of a norm-referenced reading test held steady.
- The percent of GCS students who scored in the top quarter of a norm-referenced reading test held steady also with 18.1% in 1990 and 18.3% in 1992.
- In 1992-93, almost one-third (31.3%) of GCS African-American students scored above the 50th percentile on a norm-referenced reading test, as did 60.7% of whites, 32.0% of Hispanics and 40.3% of Asian-Americans .
- The percent of African-American students scoring above the norm in reading achievement in grades K-6 held steady at 31.3% for 1990-91 and 1992-93. Their white counterparts' reading achievement was stable also.
- Almost 2 out of 5 (39.9%) of male GCS students in grades K-6 scored above the 50th percentile on a norm-referenced reading test in 1992-93 compared to 45.3% of their female counterparts.
- In 1992-93, 37.7% of GCS African-American students scored above the 50th percentile on a norm-referenced math achievement test in grades K-6, 26.2% in grades 7-8 and 30.7% in grades 9-12; in comparison 67.3% of GCS white students scored above the 50th percentile in grades K-6, 62.6% in grades 7-8, and 64.7% in grades 9-12. Among GCS Hispanics 41.2% scored above the 50th percentile in grades K-6, 31.8% in grades 7-8, and 36.0% in grades 9-12; 60.2% of GCS Asian-American students scored above the 50th percentile in grades K-6, 63.0% in grades 7-8, and 61.5% in grades 9-12.
- The percentage of GCS students who scored in the bottom quarter of a norm-referenced math achievement test increased slightly between 1990-91 and 1992-93, from 28.1% to 29.6%; the percent of GCS students who scored in the top quarter of a norm-referenced math achievement test declined from 25.3% to 23.4%.
- Slightly less than half (48.6%) of male GCS K-6 grade students scored above the 50th percentile on a norm-referenced math achievement test in 1992-93, as did 41.3% in grades 7-8, and 47.3% in grades 9-12; however, this is down slightly from 1990-91, when 49.6% of GCS males in K-6 scored above the norm, as did 43.1% in grades 7-8, and 47.7% in grades 9-12.
- A similar pattern is evident among GCS female students: 50.2 % scored above the 50th percentile on a norm-referenced math achievement test in grades K-6, 42.1% in grades 7-8 and 45.8% in grades 9-12 in 1992-93; in 1990-91, 51.9% GCS females scored above the norm in grades K-6, as did 45.8% in grades 7-8, and 46.9% in grades 9-12.

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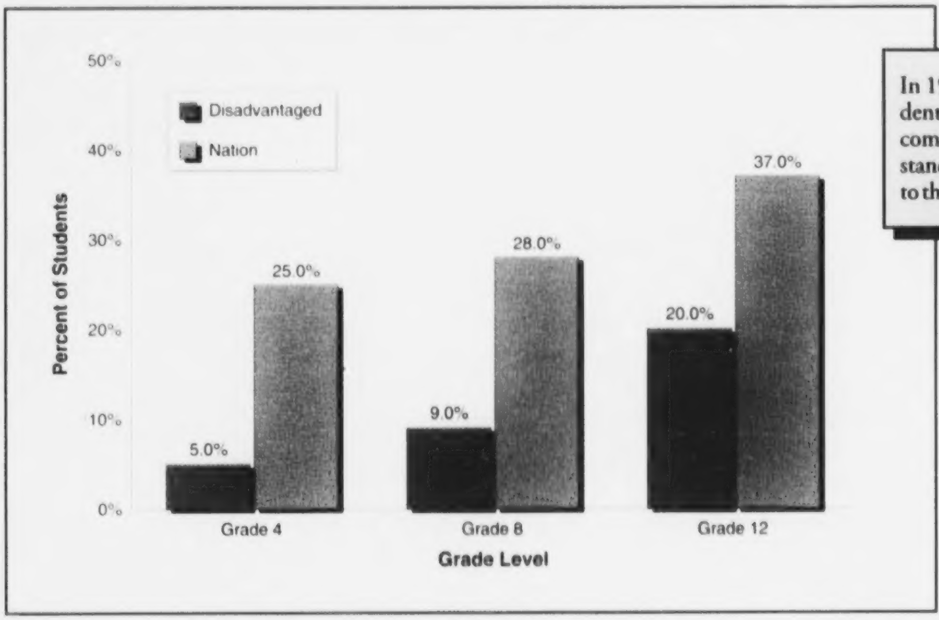
Reading

Percentage of public school students in disadvantaged urban communities and the nation who met NAEP national performance standards in reading in 1992.



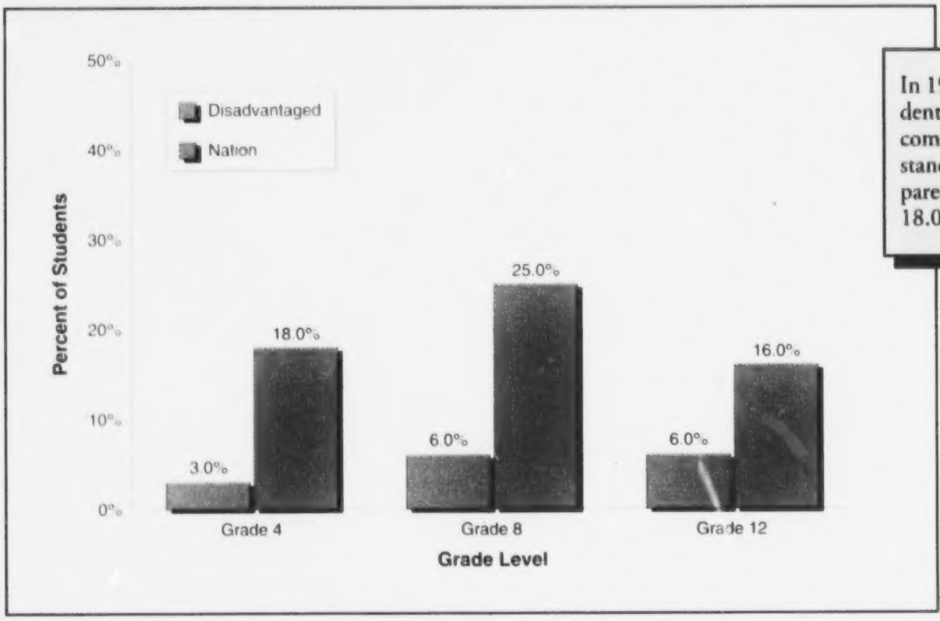
In 1992, 5.0% of 4th grade students in disadvantaged urban communities met the national standards for reading compared to the national average of 25.0%.

Figure 41

Source: National Assessment of Educational Progress, 1992: Reading Report Card for the States (see footnote, page 124)

Mathematics

Percentage of public school students in disadvantaged urban communities and the nation who met NAEP national performance standards in mathematics in 1992.



In 1992, 3.0% of 4th grade students in disadvantaged urban communities met the national standards for mathematics compared to the national average of 18.0%.

Figure 42

Source: National Assessment of Educational Progress, 1992: Math Report Card for the States (see footnote, page 124)

Great City School Reading and Math Norm-Referenced Tests

Percent of Great City School districts using specified norm-referenced tests for reading and math in 1992-93.

19.6% of Great City School districts used the Comprehensive Test of Basic Skills (CTBS) norm-referenced test for reading and 17.6% used it for math.

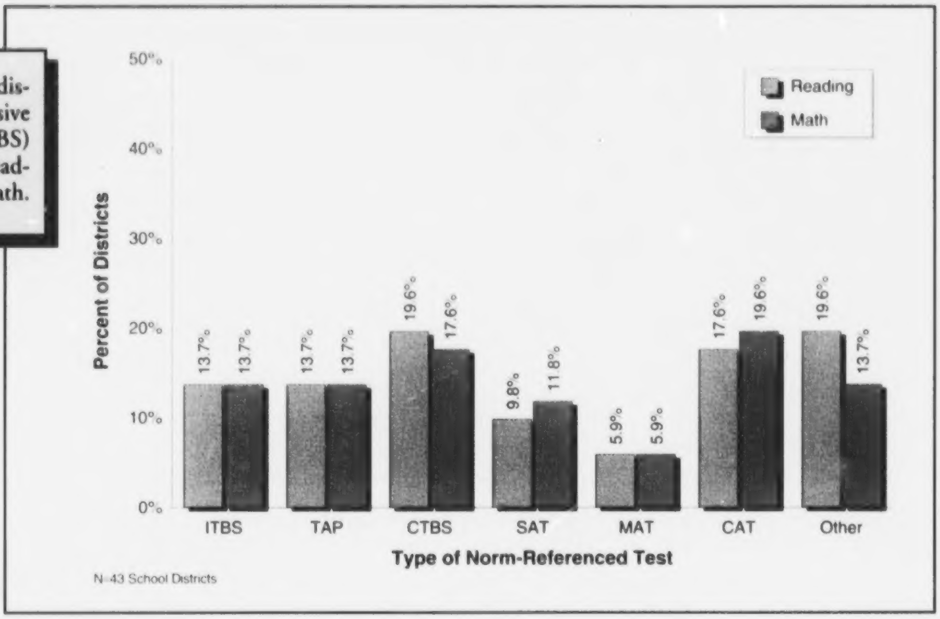


Figure 43

Source: Council of the Great City Schools (see footnote, page 124)

Great City School Reading and Math Achievement

Percent of Great City School districts with increases in students scoring above the norm on standardized norm-referenced reading and math tests between 1990-91 and 1992-93.

Between 1990-91 and 1992-93, 33.3% of Great City School districts reported an increase in the percent of students scoring above the norm in reading achievement as did 45.9% in math.

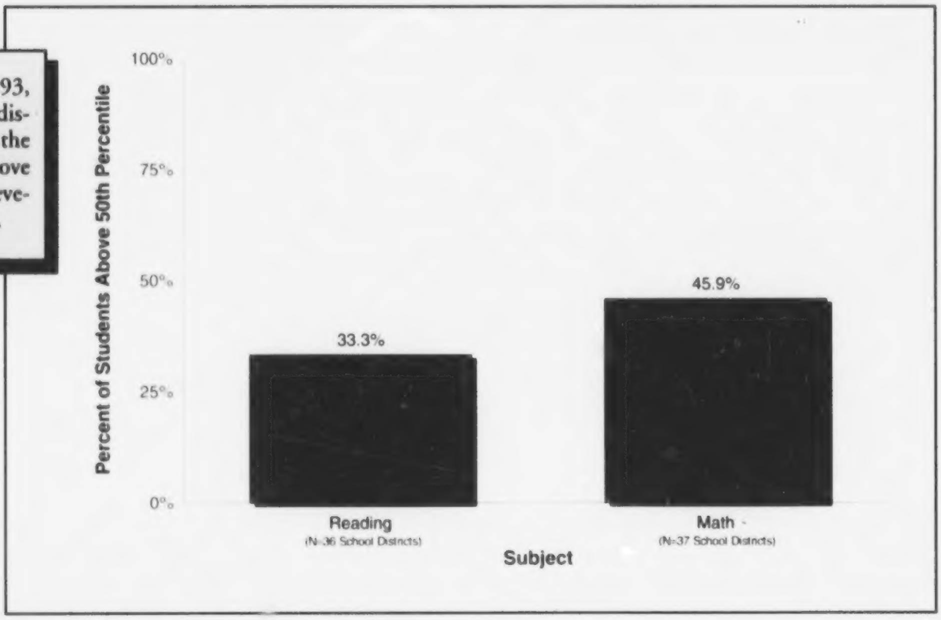
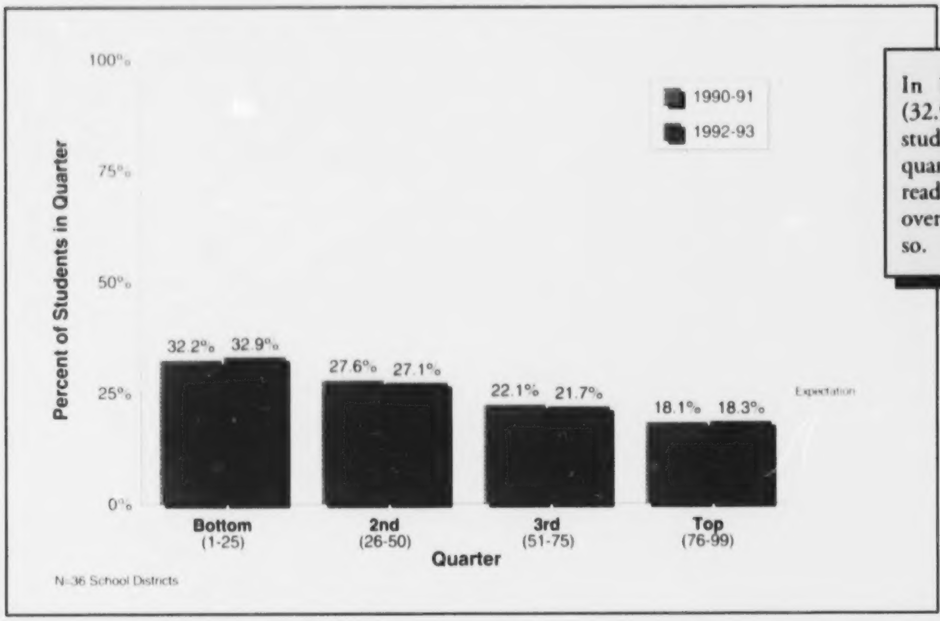


Figure 44

Source: Council of the Great City Schools (see footnote, page 124)

Great City School Reading Achievement

Percent of Great City School students scoring in each quarter on a standardized norm-referenced reading test in 1990-91 and 1992-93. (25% of students are expected to score in each quarter.)



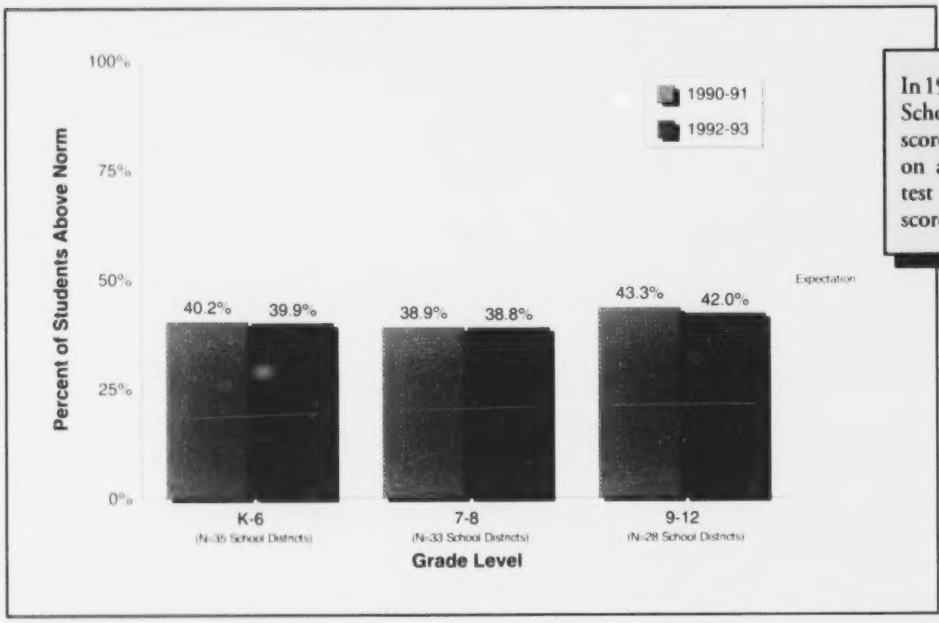
In 1992-93, almost a third (32.9%) of Great City School students scored in the bottom quarter on a norm-referenced reading test, this is an increase over 1990-91 when 32.2% did so.

Figure 45

Source: Council of the Great City Schools (see footnote, page 125)

Great City School Reading Achievement by Grade

Percent of Great City School students by grade span scoring above the 50th percentile on a standardized norm-referenced reading test in 1990-91 and 1992-93. (50% of students are expected to sco[illegible]ove the 50th percentile.)



In 1992-93, 39.9% of Great City School students in grades K-6 scored above the 50th percentile on a norm-referenced reading test compared to 40.2% who scored at this level in 1990-91.

Figure 46

Source: Council of the Great City Schools (see footnote, page 125)

Great City School Reading Achievement by Race/Ethnicity, 1990-91

Percent of Great City School students scoring above the 50th percentile on a standardized norm-referenced reading test by grade span and race/ethnicity in 1990-91. (50% of students are expected to score above the 50th percentile.)

In 1990-91, 31.3% of Great City School African-American students in grades K-6 scored above the 50th percentile on a norm-referenced reading test; 60.4% of white students did; 30.4% of Hispanic students did; and 44.6% of Asian/Pacific Islander students did.

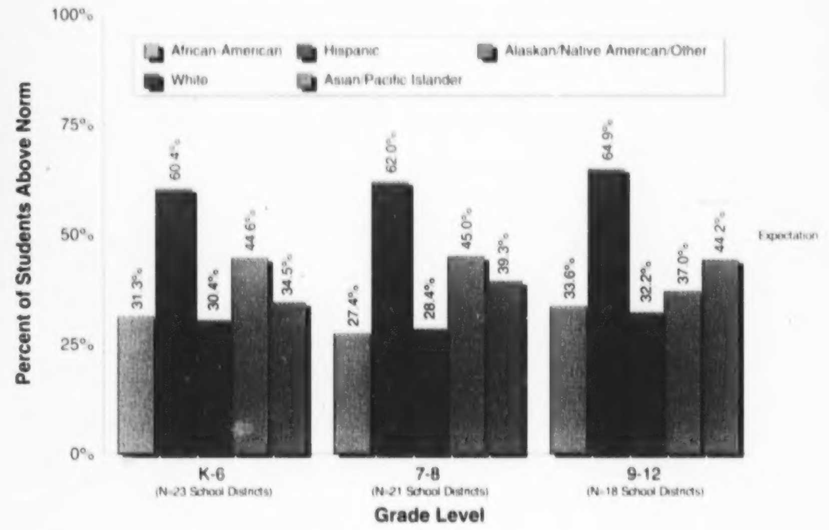


Figure 47

Source: Council of the Great City Schools (see footnote, page 125)

Great City School Reading Achievement by Race/Ethnicity, 1992-93

Percent of Great City School students scoring above the 50th percentile on a standardized norm-referenced reading test by grade span and race/ethnicity in 1992-93. (50% of students are expected to score above the 50th percentile.)

In 1992-93, 31.3% of Great City School African-American students in grades K-6 scored above the 50th percentile on a norm-referenced reading test; 60.7% of white students did; 32.0% of Hispanic students did; and 40.3% of Asian/Pacific Islander students did.

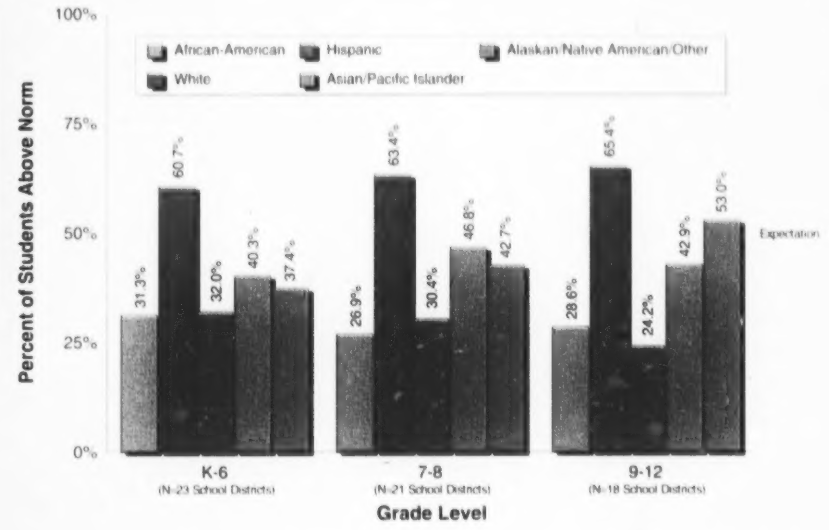


Figure 48

Source: Council of the Great City Schools (see footnote, page 125)

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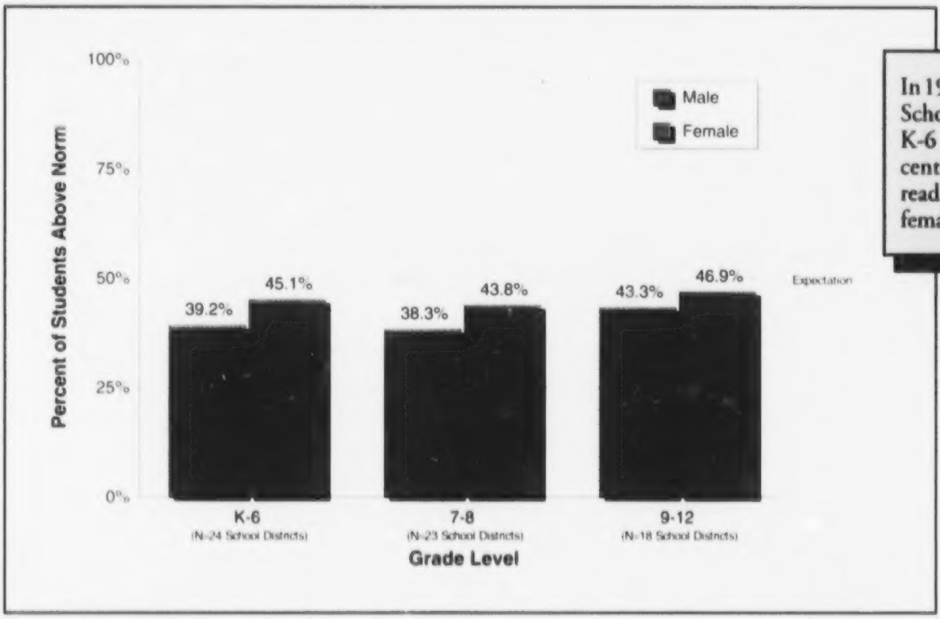
Great City School Reading Achievement by Sex, 1990-91

Percent of Great City School students scoring above the 50th percentile on a standardized norm-referenced reading test by grade span and sex in 1990-91. (50% of students are expected to score above the 50th percentile.)



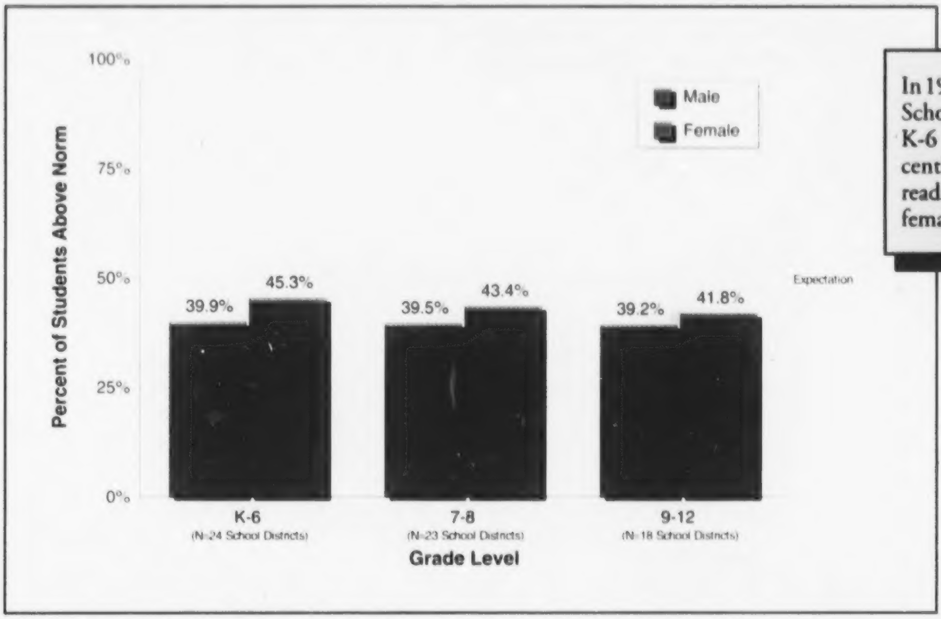
In 1990-91, 39.2% of Great City School male students in grades K-6 scored above the 50th percentile on a norm-referenced reading test as did 45.1% of female students.

Figure 49

Source: Council of the Great City Schools (see footnote, page 125)

Great City School Reading Achievement by Sex, 1992-93

Percent of Great City School students scoring above the 50th percentile on a standardized norm-referenced reading test by grade span and sex in 1992-93. (50% of students are expected to score above the 50th percentile.)



In 1992-93, 39.9% of Great City School male students in grades K-6 scored above the 50th percentile on a norm-referenced reading test as did 45.3% of female students.

Figure 50

Source: Council of the Great City Schools (see footnote, page 125)

Great City School Math Achievement

Percent of Great City School students scoring in each quarter on a standardized norm-referenced math test in 1990-91 and 1992-93. (25% of students are expected to score in each quarter.)

In 1992-93, 29.6% of Great City School students scored in the bottom quarter on a norm-referenced math test, up from 28.1% in 1990-91.

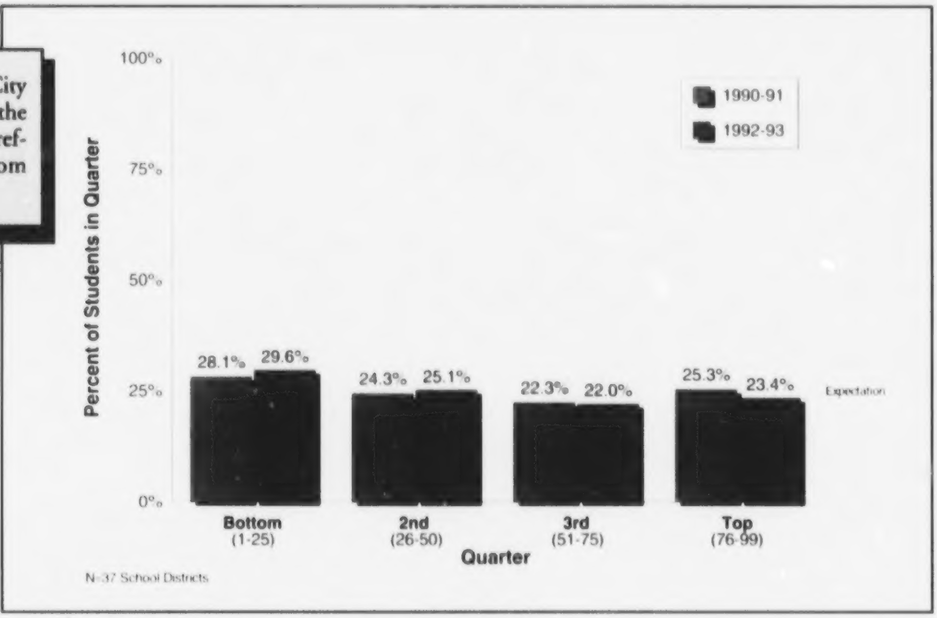


Figure 51

Source: Council of the Great City Schools (see footnote, page 125)

Great City School Math Achievement by Grade

Percent of Great City School students by grade span scoring above the 50th percentile on a standardized norm-referenced math test in 1990-91 and 1992-93. (50% of students are expected to score above the 50th percentile.)

Between 1990-91 and 1992-93, the percent of Great City School students in grades 9-12 who scored above the 50th percentile on a norm-referenced math test increased from 42.5% to 44.0%.

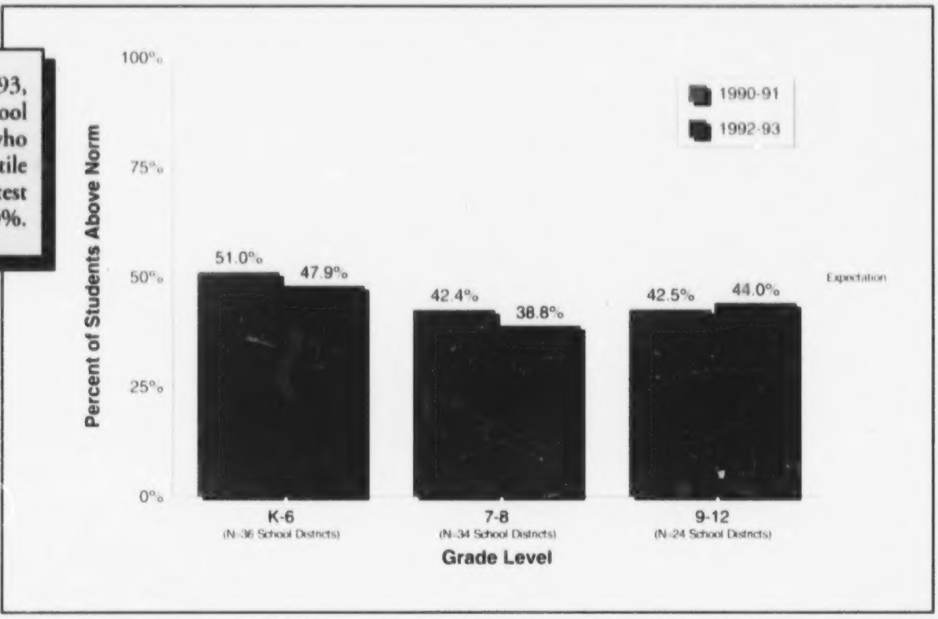
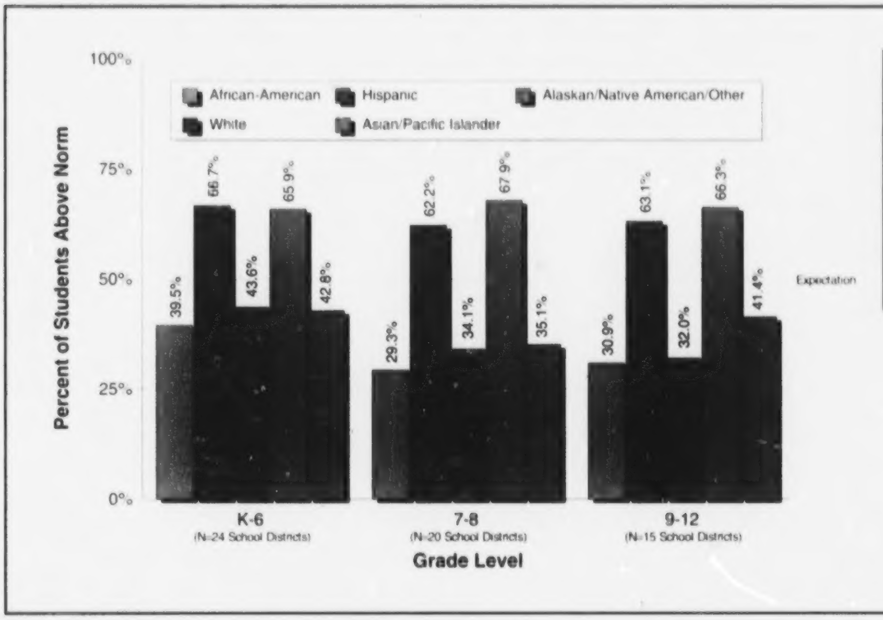


Figure 52

Source: Council of the Great City Schools (see footnote, page 125)

Great City School Math Achievement by Race/Ethnicity, 1990-91

Percent of Great City School students scoring above the 50th percentile on a standardized norm-referenced math test by grade span and race/ethnicity in 1990-91. (50% of students are expected to score above the 50th percentile.)



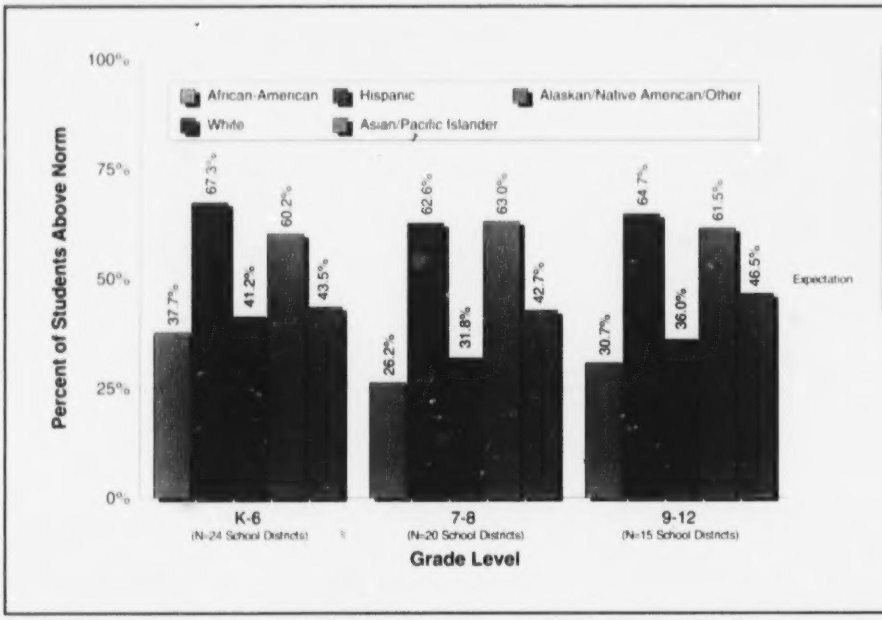
In 1990-91, 39.5% of Great City School African-American students in grades K-6 scored above the 50th percentile on a norm-referenced math test; 66.7% of white students did; 43.6% of Hispanic students did; and 65.9% of Asian students did.

Figure 53

Source: Council of the Great City Schools (see footnote, page 125)

Great City School Math Achievement by Race/Ethnicity, 1992-93

Percent of Great City School students scoring above the 50th percentile on a standardized norm-referenced math test by grade span and race/ethnicity in 1990-91. (50% of students are expected to score above the 50th percentile.)



In 1992-93, 37.7% of Great City School African-American students in grades K-6 scored above the 50th percentile on a norm-referenced math test; 67.3% of white students did; 41.2% of Hispanic students did; and 60.2% of Asian students did.

Figure 54

Source: Council of the Great City Schools (see footnote, page 125)

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Great City School Math Achievement by Sex, 1990-91

Percent of Great City School students scoring above the 50th percentile on a standardized norm-referenced math test by grade span and sex in 1990-91. (50% of students are expected to score above the 50th percentile.)

In 1990-91, 49.6% of Great City School male students in grades K-6 scored above the 50th percentile on a norm-referenced math test; 51.9% of female students did. More female students scored above the norm than males in all grades until grades 9-12.

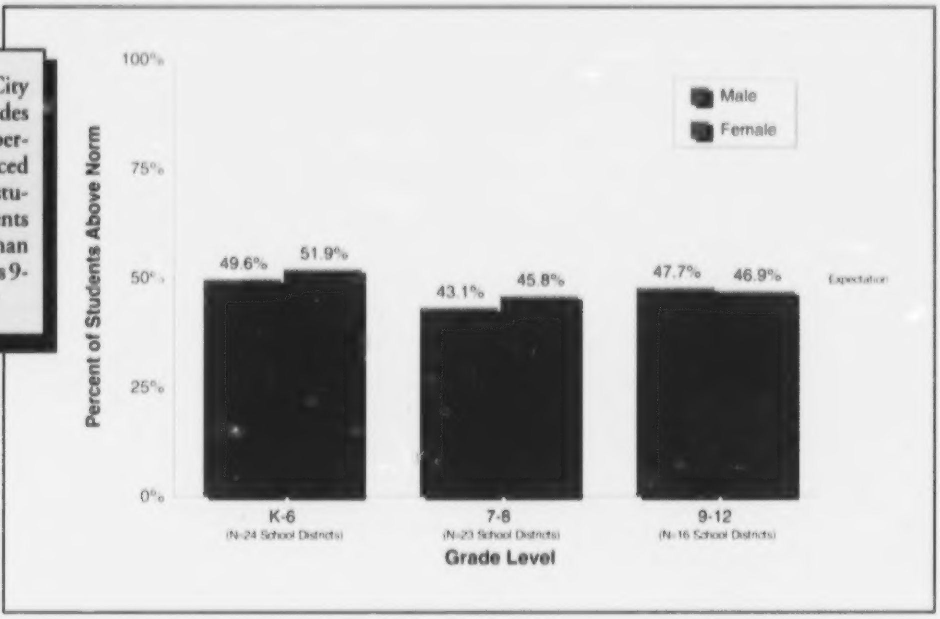

Figure 55

Source: Council of the Great City Schools (see footnote, page 125)

Great City School Math Achievement by Sex, 1992-93

Percent of Great City School students scoring above the 50th percentile on a standardized norm-referenced math test by grade span and sex in 1992-93. (50% of students are expected to score above the 50th percentile.)

In 1992-93, 48.6% of Great City School male students in grades K-6 scored above the 50th percentile on a norm-referenced math test; 50.2% of female students did.

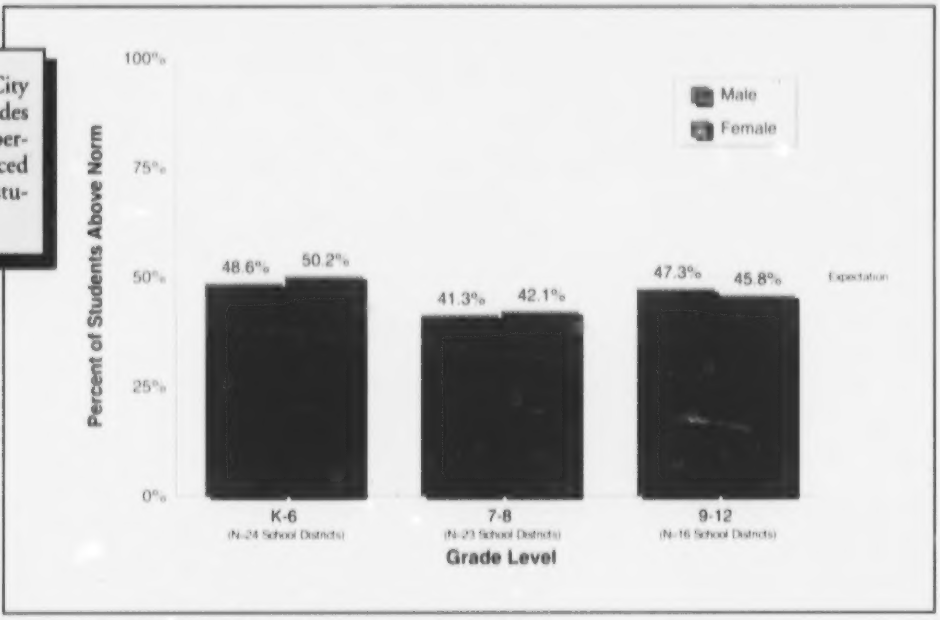

Figure 56

Source: Council of the Great City Schools (see footnote, page 125)

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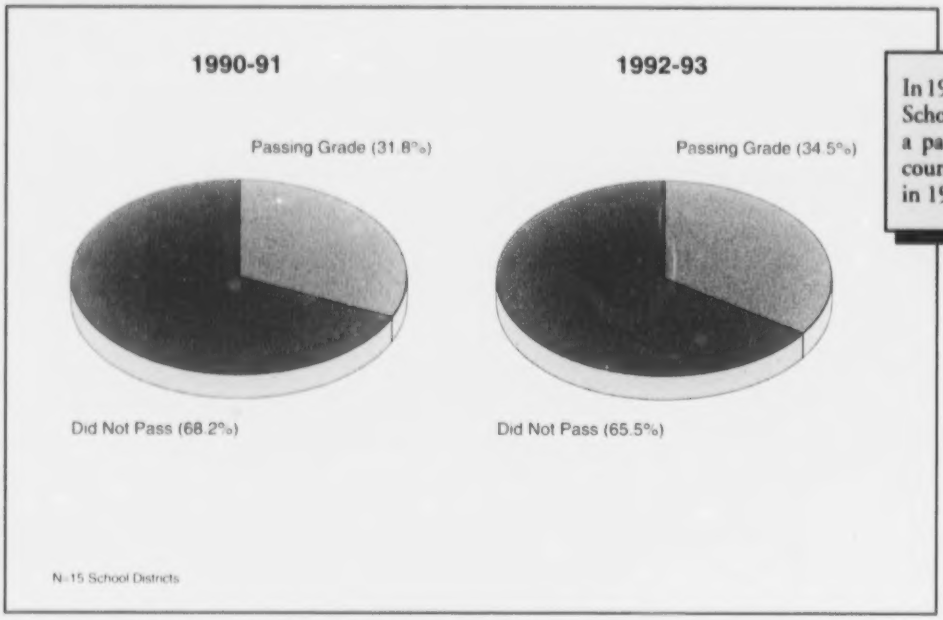
Great City School First Year Algebra

Percent of Great City School students who received a passing grade in a first year course in algebra by the end of 10th grade in 1990-91 and 1992-93.



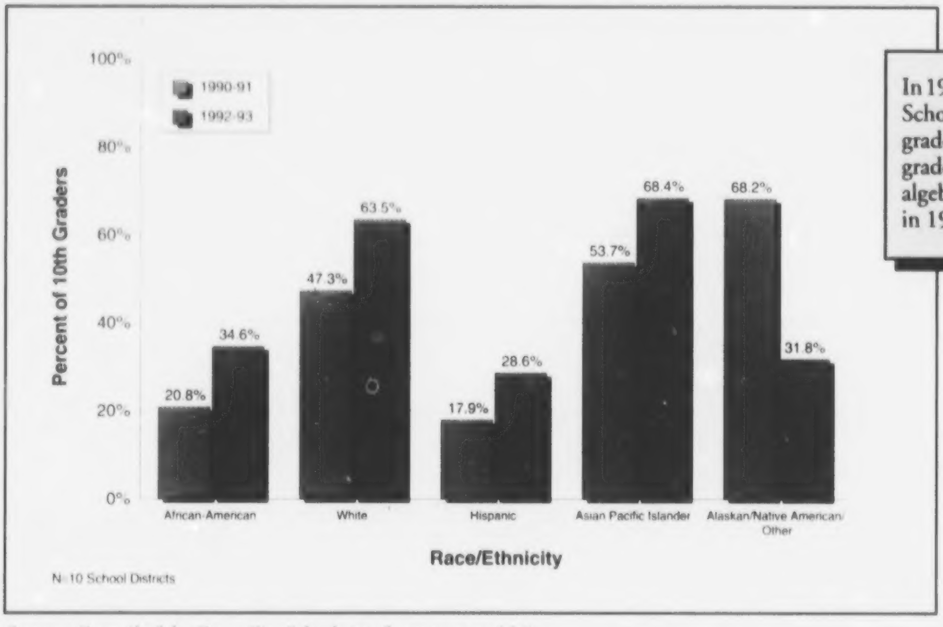
In 1992-93, 34.5% of Great City School 10th graders had received a passing grade in a first year course in algebra; 31.8% did so in 1990-91.

Figure 57

Source: Council of the Great City Schools (see footnote, page 125)

Great City School First Year Algebra by Race/Ethnicity

Percent of Great City School students by race/ethnicity who received a passing grade in a first year course in algebra by the end of 10th grade in 1990-91 and 1992-93.



In 1992-93, 34.6% of Great City School African-American 10th graders had received a passing grade in a first year course in algebra, up from 20.8% who did in 1990-91.

Figure 58

Source: Council of the Great City Schools (see footnote, page 126)

Great City School First Year Algebra by Sex

Percent of Great City School students by sex who received a passing grade in a first year course in algebra by the end of 10th grade in 1990-91 and 1992-93.

In 1992-93, 41.6% of Great City School male 10th graders had received a passing grade in a first year course in algebra, up from 34.0% in 1990-91.

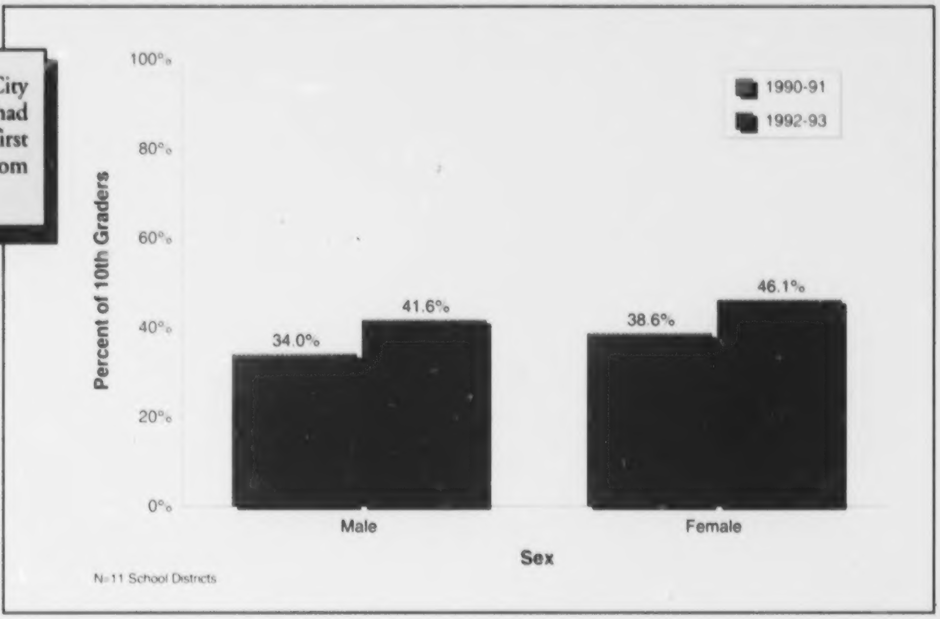


Figure 59

Source: Council of the Great City Schools (see footnote, page 126)

Great City School Advanced Course Completion

Percent of Great City School students in the 11th and 12th grades who had successfully completed either an Advanced Placement or International Baccalaureate course in English, Math or Science in 1992-93.

In 1992-93, 5.4% of Great City School 11th and 12th graders had successfully completed an advanced course in English; 2.9% had in Math; and 3.6% had in Science. All rates were above national averages.

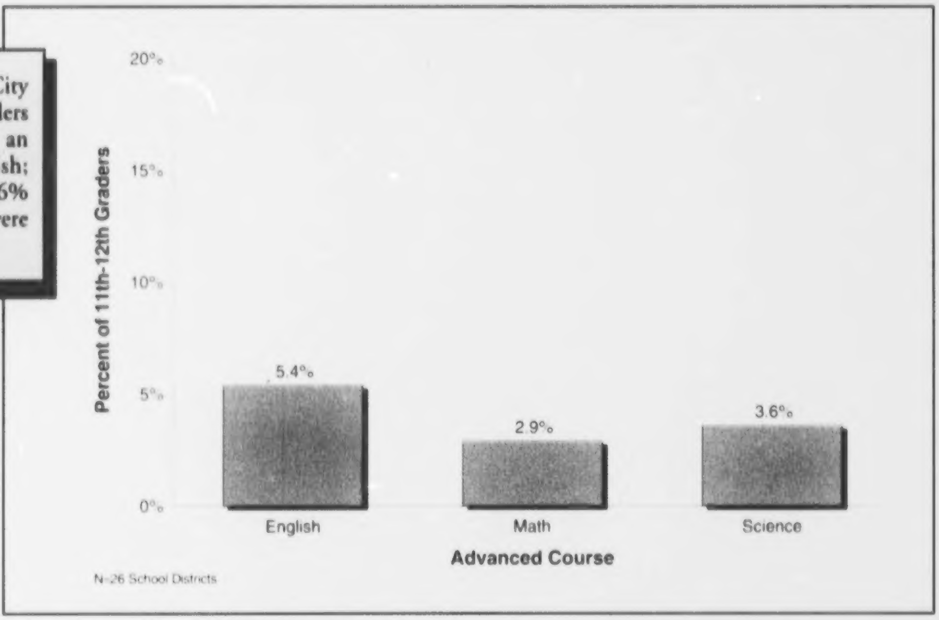


Figure 60

Source: Council of the Great City Schools (see footnote, page 126)

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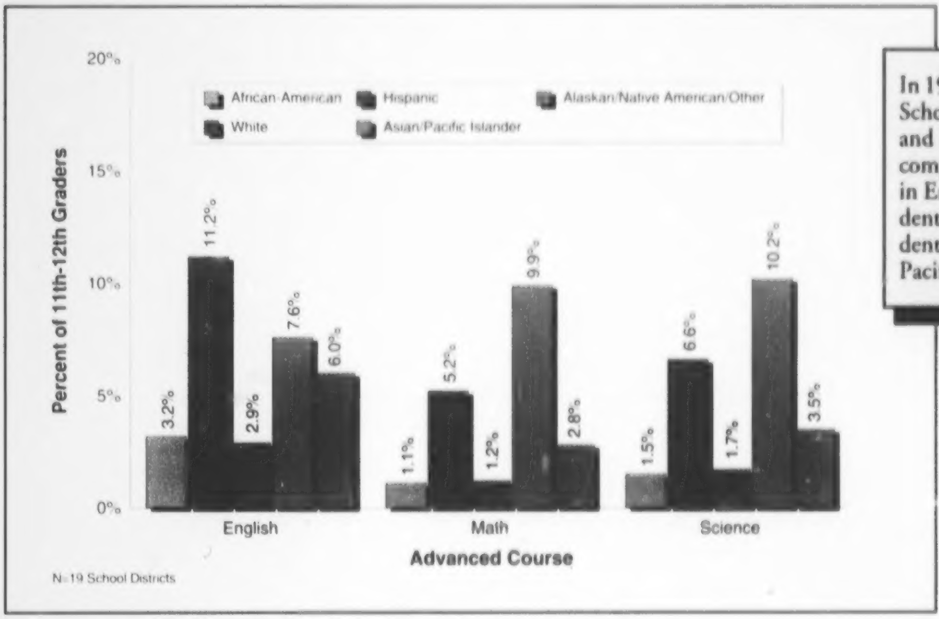
Great City School Advanced Course Completion by Race/Ethnicity

Percent of Great City School students in the 11th and 12th grades by race/ethnicity who had successfully completed either an Advanced Placement or International Baccalaureate course in English, Math or Science in 1992-93.



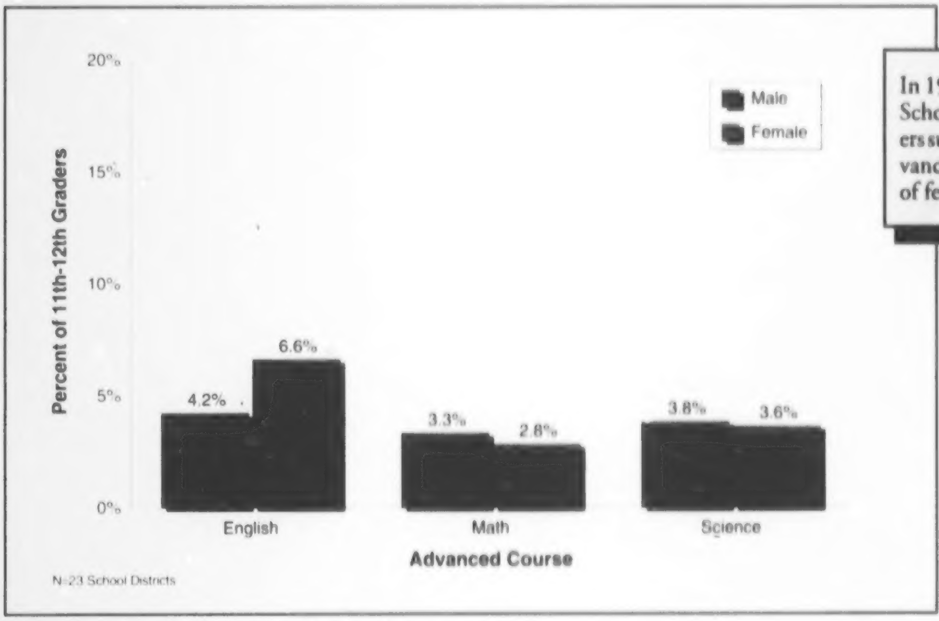
In 1992-93, 3.2% of Great City School African-American 11th and 12th graders successfully completed an advanced course in English; 11.2% of white students did; 2.9% of Hispanic students did; and 7.6% of Asian/Pacific Islander students did.

Figure 61

Source: Council of the Great City Schools (see footnote, page 126)

Great City School Advanced Course Completion by Sex

Percent of Great City School students in the 11th and 12th grades by sex who had successfully completed either an Advanced Placement or International Baccalaureate course in English, Math or Science in 1992-93.



In 1992-93, 4.2% of Great City School male 11th and 12th graders successfully completed an advanced course in English; 6.6% of female students did.

Figure 62

Source: Council of the Great City Schools (see footnote, page 126)

Magnet Programs

Percent of Great City School districts with magnet programs in specified intervals of their schools in 1992-93.

60.0% of Great City School districts had some form of magnet program in 1%-25% of their schools.

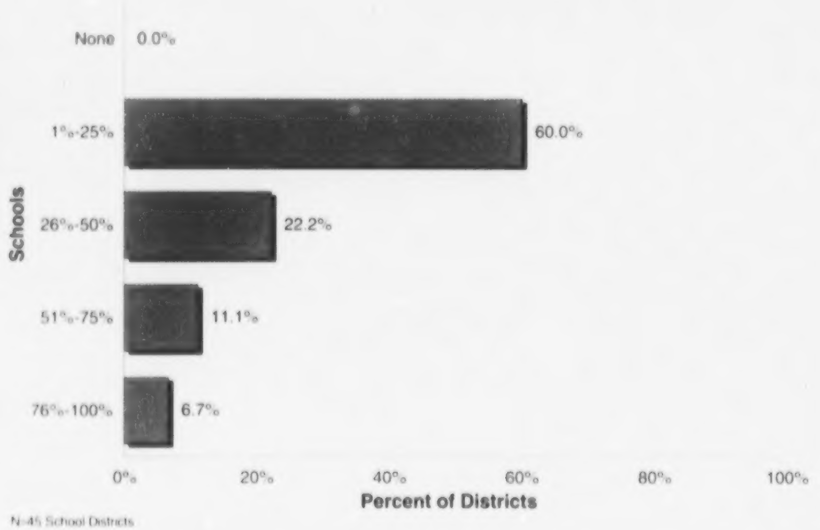


Figure 63

Source: Council of the Great City Schools (see footnote, page 126)

Open Enrollment Programs

Percent of Great City School districts with open enrollment programs in specified intervals of their public schools in 1992-93.

34.9% of Great City School districts had some form of open enrollment program in 76%-100% of their schools.

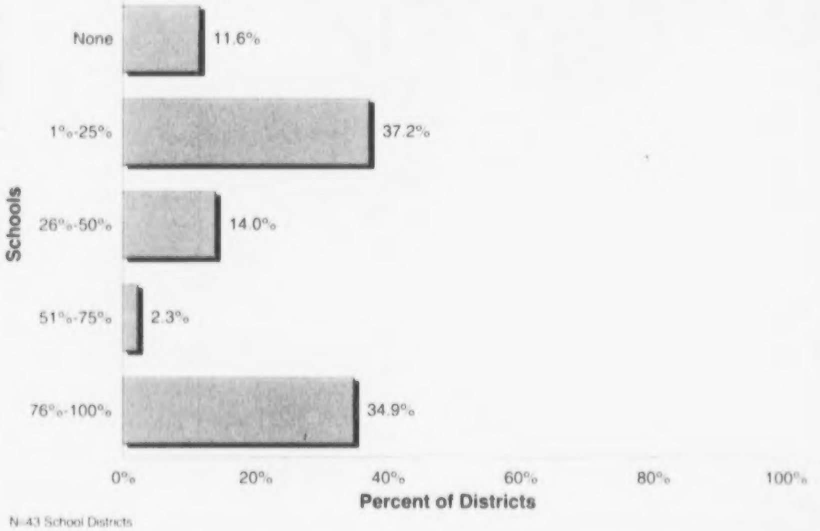
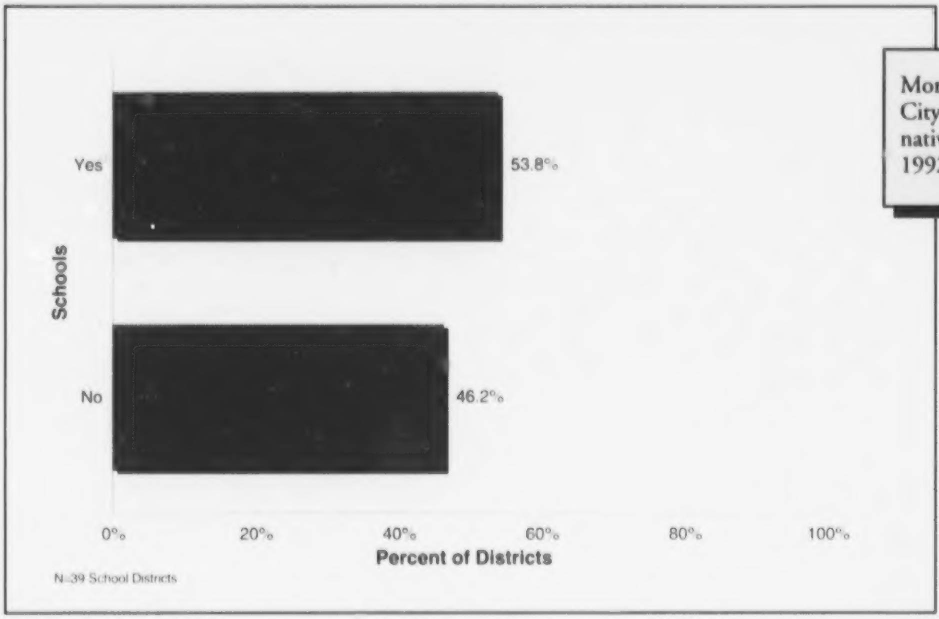


Figure 64

Source: Council of the Great City Schools (see footnote, page 126)

Alternative Assessment Programs

Percent of Great City School districts with alternative assessment programs 1992-93.



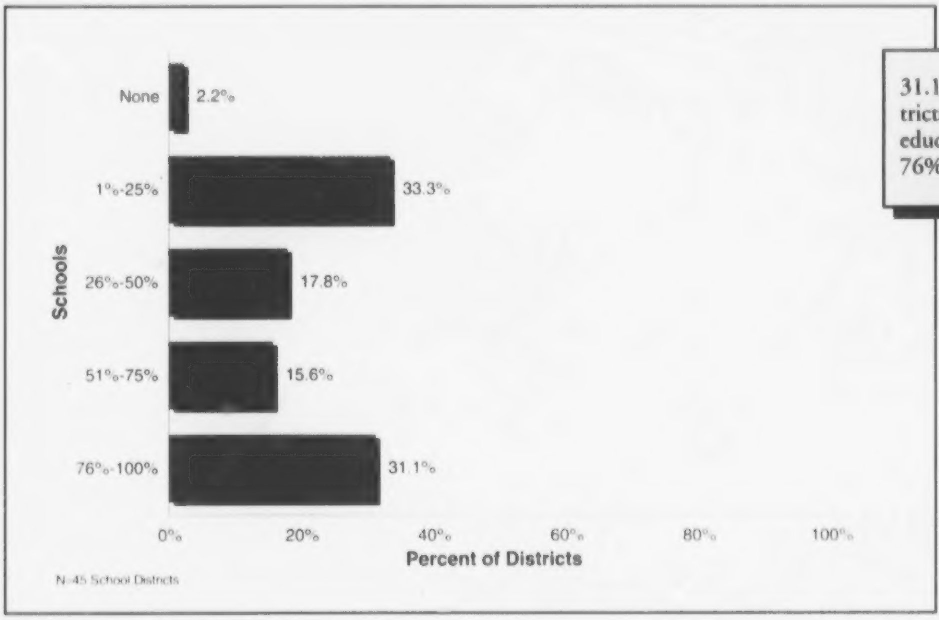
More than half (53.8%) of Great City School districts used alternative assessment programs in 1992-93.

Figure 65

Source: Council of the Great City Schools (see footnote, page 126)

Bilingual Education or ESL Programs

Percent of Great City School districts with bilingual education or English as a Second Language (ESL) programs 1992-93.



31.1% of Great City School districts had some form of bilingual education or ESL program in 76%-100% of their schools.

Figure 66

Source: Council of the Great City Schools (see footnote, page 126)

Privatized/Contracted Instruction

Percent of Great City School districts with privatized/contracted instruction in specified intervals of their public schools in 1992-93.

53.5% of Great City School districts had some form of privatized/contracted instruction in 1%-25% of their schools.

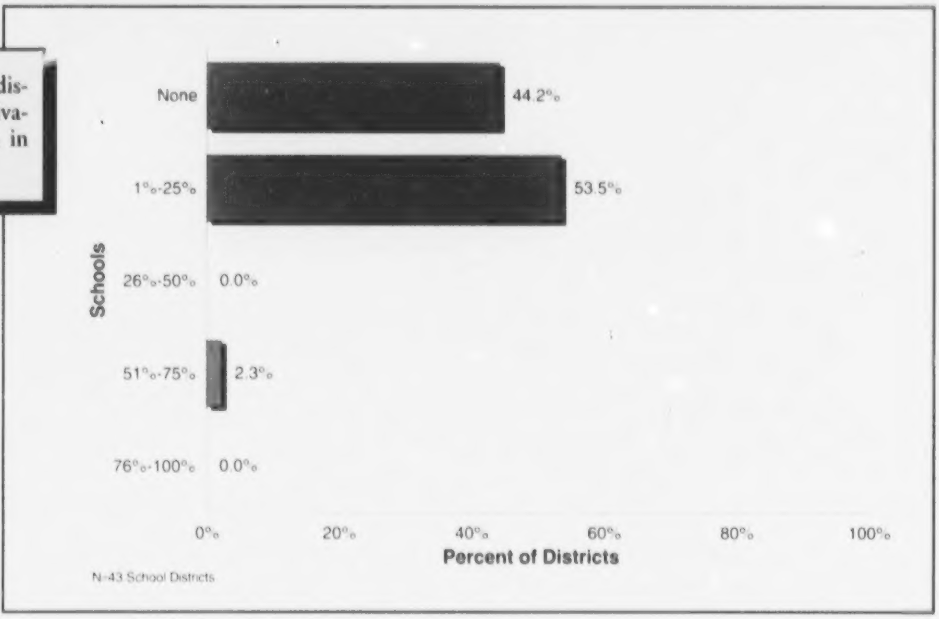


Figure 67

Source: Council of the Great City Schools (see footnote, page 126)

Goal 4: Quality Teachers

By the year 2000, urban schools will be adequately staffed with qualified teachers who are culturally and racially sensitive and who reflect the racial characteristics of their students.

Objectives:

- To increase the percentage of African-American, Hispanic, Asian and Pacific Islanders, Native-Americans, and Alaskan-Native teachers in urban classrooms.
- To ensure that urban teachers are adequately trained in the history, culture and learning styles of students in city schools, using curricula that are multicultural and gender fair.
- To increase the overall number of urban teachers and the number of special area teachers.

Quality Teachers

Teachers are a major force in the lives of urban children. It is vitally important that students in urban schools interact with a quality teaching force. If urban students are taught by teachers and staff who lack the proper certification, who lack experience, or who are insensitive to the students' cultural and/or racial identities, then the educational system will not help all students reach their educational potential. Schools in the central cities face special challenges in recruiting and retaining teachers. They are more likely to experience teacher shortages compared to the nation as a whole. They also find it difficult more so than their suburban counterparts to fill teaching vacancies in bilingual education and math, two key areas, given the influx of immigrants into the cities and the importance of math to future education.

The Great City Schools data on teachers is largely demographic. The data show that 66.0% of Great City School districts teachers were on duty from 179 to 189 days in 1992-93, including non-instructional days. In 34.1% of the Great City School districts teachers worked at least 190 days, including 4.3% who worked over 200 days.

Ninety-five percent of Great City School secondary teachers were certified to teach English; 92.6% of secondary Math teachers were certified to teach Math; and 92.7% of secondary Science teachers were certified to teach Science. In 1992-93, the average Great City School teacher salary stood at $39,319, 12.3% higher than teachers nationally. The shrinking salary advantage between teachers in the Great Cities and their national and suburban counterparts leaves very little incentive for teacher recruits to teach in the inner city.

In 1992-93, the urban teaching force did not adequately reflect the demographics of the students. In grades K-6, 27.7% of Great City teachers were African-American, 11.7% were Hispanic, 2.5% Asian-American and 57.8% white. These patterns were similar for the junior/middle grades and high schools. In addition, 13.8% of Great City School elementary teachers were male in 1992-93, while 86.2% were female; in grades 7-8, 39.2% were male and 60.8% were female; and in grades 9-12, 46.8% were male and 53.2% were female.

Looking at student-teacher ratios by race and ethnicity gives an even clearer picture of racial/ethnic disparities. In 1992-93, for every African American teacher there were 27.4 African American students; for every white teacher 7.0 white students, for every Hispanic teacher there were 60.9 Hispanic students, and for every Asian-American teacher there were 49.3 Asian-American students. On average there were 18.2 Great City School students to every teacher. From 1990-91 to 1992-93, there was very little movement in the student-teacher ratios by race/ethnicity, except for Asian-Americans, where the gap widened. In 1990-91, there was one Asian-American teacher for every 44.3 Asian-American students, while in 1992-93 where there was one Asian-American teacher for every 49.3 students.

There is a tremendous need for the Great City School districts to diversify their teaching force. Programs have been instituted to increase the number of teachers of color in the city school systems including future teacher programs to enable school districts to "grow their own." In 1992-93, 64.3% of Great City School districts had some type of future teacher program in 1% to 25% of their schools, and 19.0% had such programs in at least 76% of their schools. In addition, 61.9% of Great City School districts provide some form of in-service training for their teachers in urban culture or race relations in 76%-100% of their schools.

Goal 4: Quality Teachers

How Are We Doing: At-a-Glance

- In 1992-93, teachers in the average GCS district were on duty 187 days.
- 27.7% of the GCS teachers in grades K-6 were African-American, 57.8% were white, 11.7% were Hispanic, and 2.5% were Asian-American in 1992-93; in grades 7-8 the distribution of Great City School teachers by race/ethnicity was 25.7% African-American, 63.5% white, 8.1% Hispanic and 2.4% Asian-American. In grades 9-12, 23.8 % of GCS teachers were African-American, 66.3% were white, 7.0% were Hispanic, and 2.6% were Asian-American.
- In 1992-93, the majority of GCS teachers in grades K-6 were females (86.2%), with males comprising 13.8% of the teachers at this level; 60.8% of GCS teachers in grades 7-8 were female and 39.2% were males; 53.2% of GCS teachers in grades 9-12 were females and 46.8% were male.
- On average there was one teacher for every 18.2 students in the GCS including teachers in special education and alternative programs with small class settings. There was one African-American teacher for every 27.4 African-American students, one white teacher for every 7.0 white students, one Hispanic teacher for every 60.9 students, and one Asian- American teacher for every 49.3 Asian-American students in 1992-93.
- In 1990-91 there was one African-American teacher for every 26.5 African-American students in GCS, there was one Asian-American teacher for every 44.3 students, and one white teacher for every 7.0 white students.
- There was one male teacher for every 35.4 male students and one female teacher for every 12.5 female students in 1992-93; in 1990-91, there was one male teacher for every 33.7 male students and one female teacher for every 12.6 female students.
- The average GCS teacher salary was $39,319 in 1992-93.
- In 1992-93, 95.1% of GCS secondary grade English teachers were certified to teach English, 92.6% of GCS secondary Math teachers were certified to teach Math and 92.7% of GCS Science teachers were certified to teach Science.
- 61.9% of GCS systems provided some form of in-service training program in urban culture or race relations in at least 76% of their schools.
- More than half (64.3%) of GCS districts had some form of future teacher program in 1% to 25% of their schools, and another 19.0% had such programs in at least 76% of their schools.

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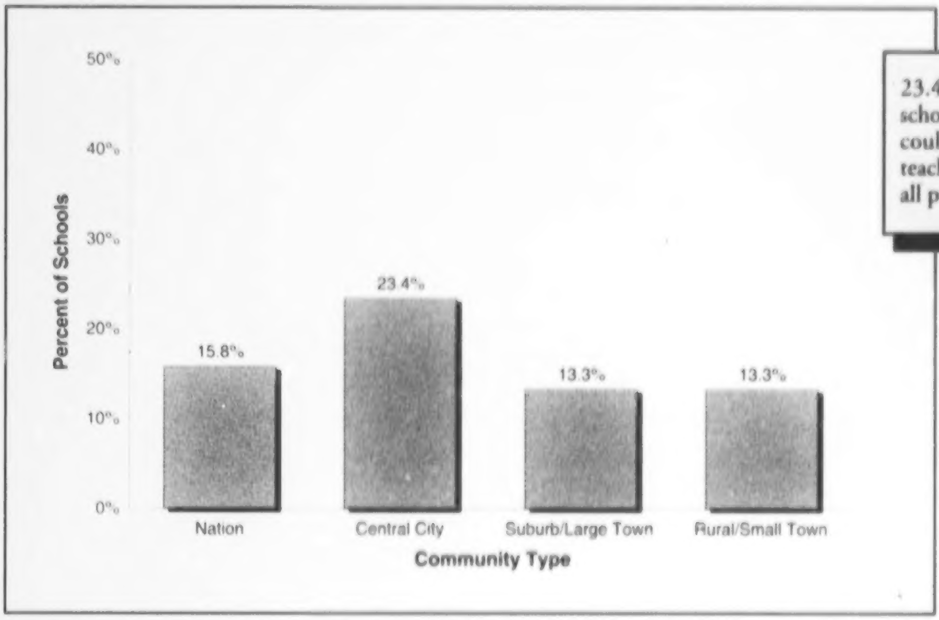
Teacher Shortages

Percent of schools with vacancies that could not be filled in cities in 1990-91 compared to the nation.



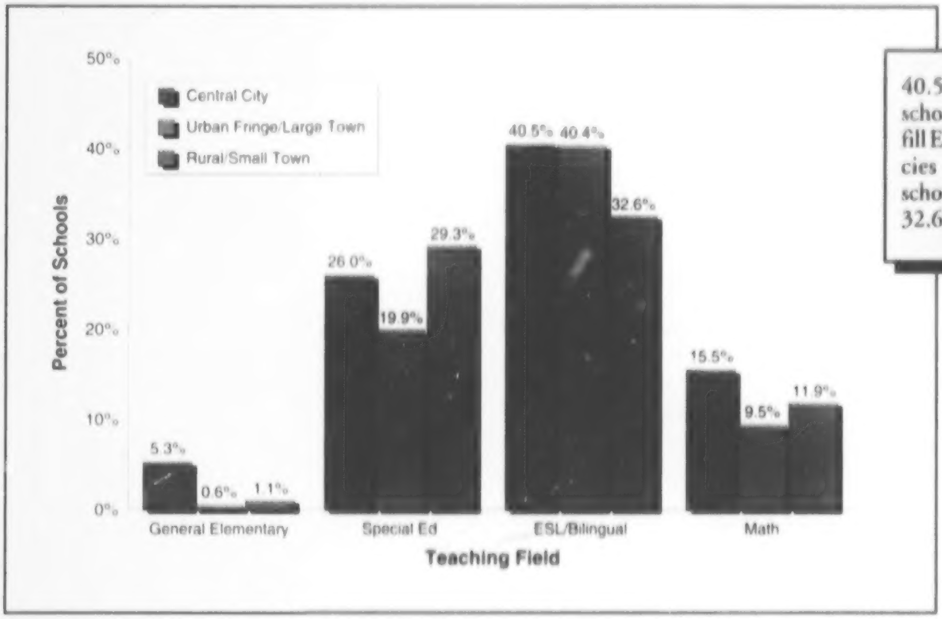
23.4% of central city public schools had vacancies that they could not fill with qualified teachers compared to 15.8% of all public schools in the nation.

Figure 68

Source: National Center for Education Statistics (see footnote, page 126)

Teacher Field Shortages

Percent of public schools with vacancies that were very difficult or impossible to fill in cities in 1990-91.



40.5% of central city public schools found it very difficult to fill ESL/Bilingual teacher vacancies compared to 40.4% of schools in the urban fringe and 32.6% of schools in rural areas.

Figure 69

Source: National Center for Education Statistics (see footnote, page 126)

Great City School Teacher Days on Duty

Percent of Great City School districts whose teachers were on duty within specified spans of days in 1992-93.

66.0% of Great City School districts had their teachers on duty between 179 and 189 days a year.

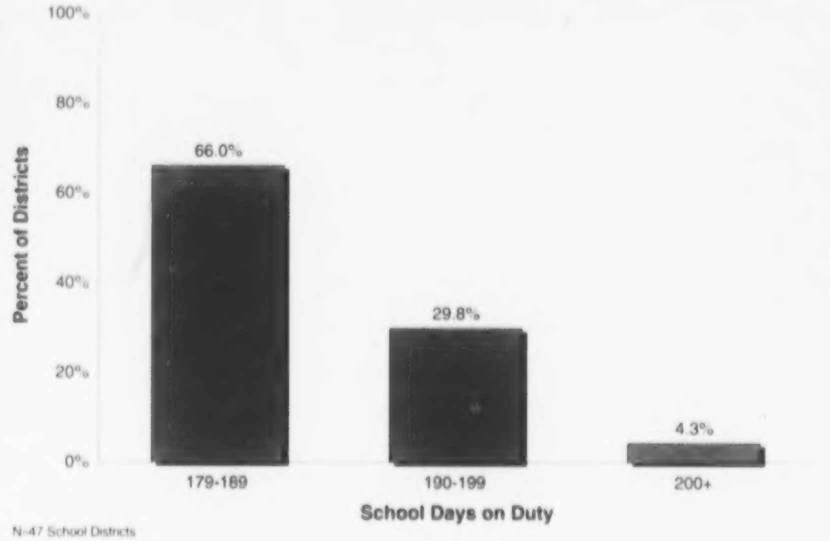


Figure 70

Source: Educational Research Service and the Council of the Great City Schools (see footnote, page 126)

Great City School Teachers by Race/Ethnicity and Grade

Percent of Great City School teachers by race/ethnicity in specified grade levels in 1992-93.

27.7% of Great City School teachers in elementary grades were African-American, 57.8% were white, 11.7% were Hispanic, and 2.5% were Asian/Pacific Islander.

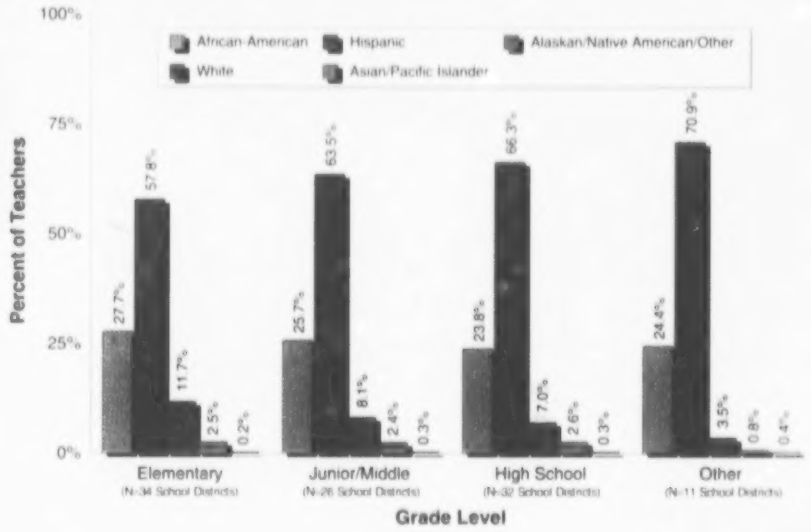
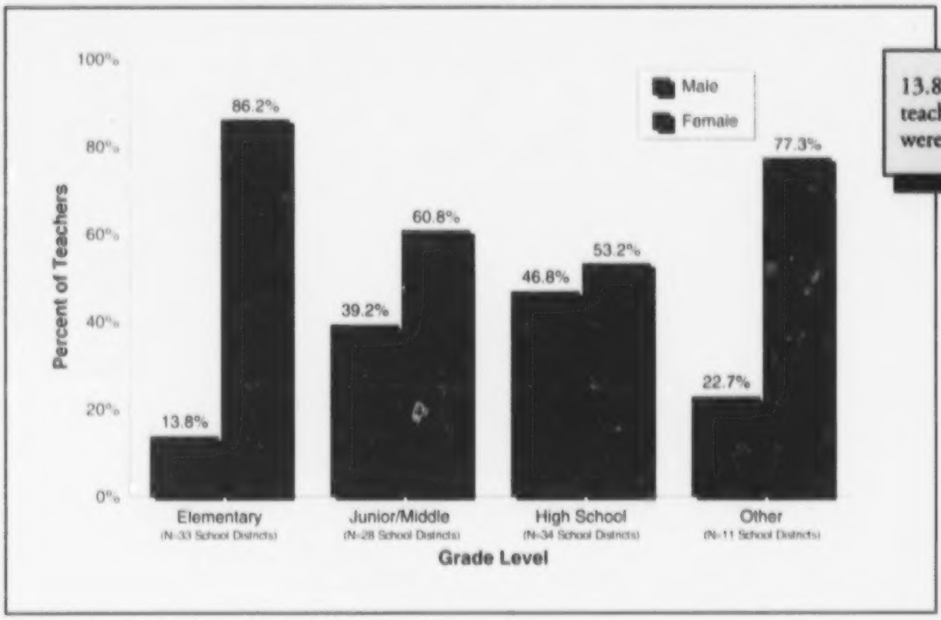


Figure 71

Source: Council of the Great City Schools (see footnote, page 127)

Great City School Teachers by Sex and Grade

Percent of Great City School teachers by sex in specified grade levels for 1992-93.



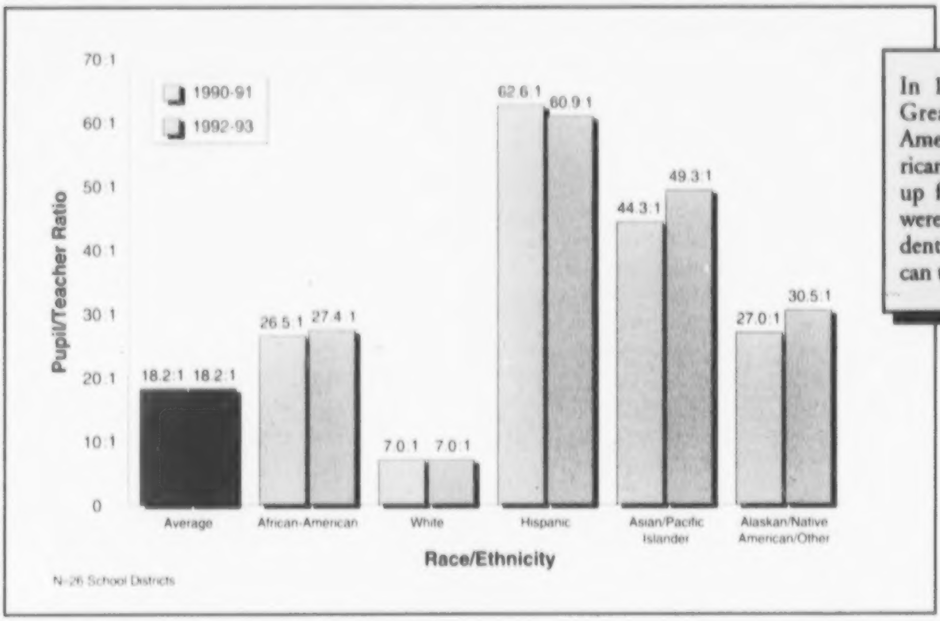
13.8% of Great City School teachers in elementary grades were male; 86.2% were female.

Figure 72

Source: Council of the Great City Schools (see footnote, page 127)

Great City School Pupil/Teacher Ratios by Race/Ethnicity

Number of Great City School students per teacher by race/ethnicity in 1990-91 and 1992-93.



In 1992-93, there were 27.4 Great City School African-American students for every African-American teacher, slightly up from 1990-91 when there were 26.5 African-American students for every African-American teacher.

Figure 73

Source: Council of the Great City Schools (see footnote, page 127)

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Great City School Pupil/Teacher Ratios by Sex

Number of Great City School students per teacher by sex in 1990-91 and 1992-93.

In 1992-93, there were 35.4 Great City School male students for every male teacher, up from 33.7 male students for every male teacher in 1990-91.

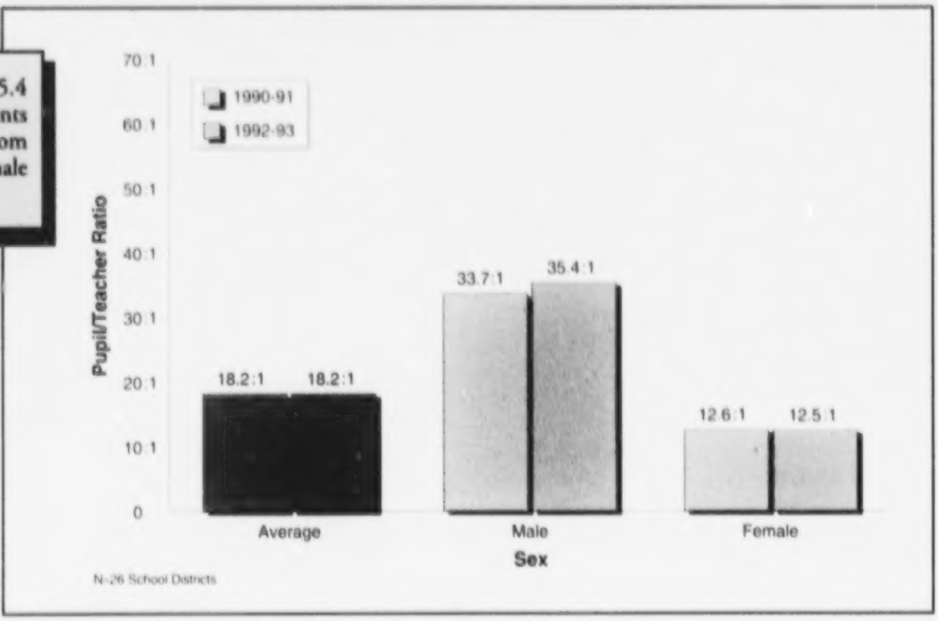

Figure 74

Source: Council of the Great City Schools (see footnote, page 127)

Average Great City School Teacher Salary

Average salaries of Great City School teachers compared to the nation in 1982-83 and 1992-93.

The average teacher salary in the Great City Schools in 1992 was $39,319 compared to the national average of $35,000. The percentage gap between the cities and the nation narrowed by 86.0% between 1982 and 1992.

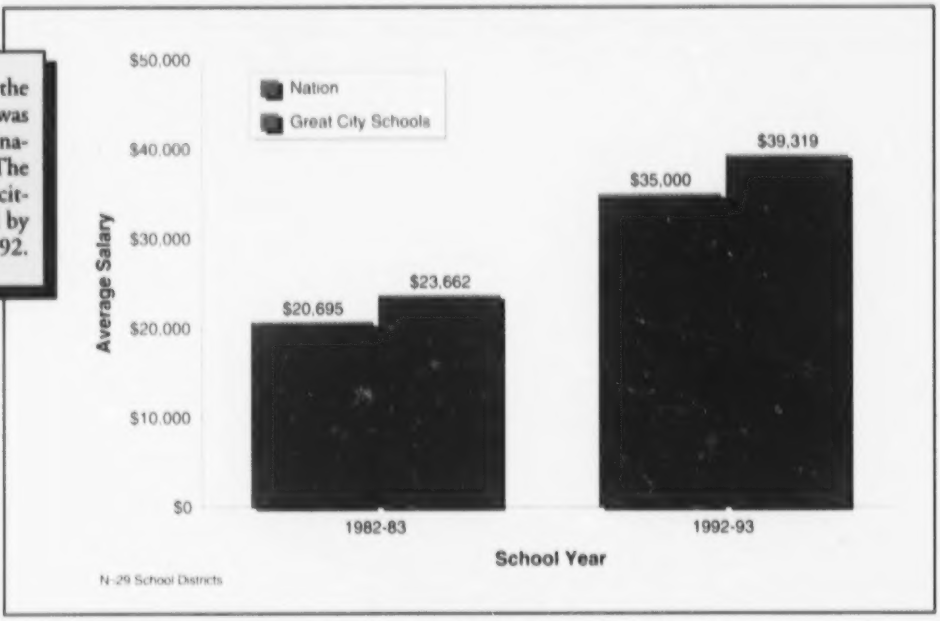

Figure 75

Source: National Education Association and the Council of the Great City Schools (see footnote, page 127)

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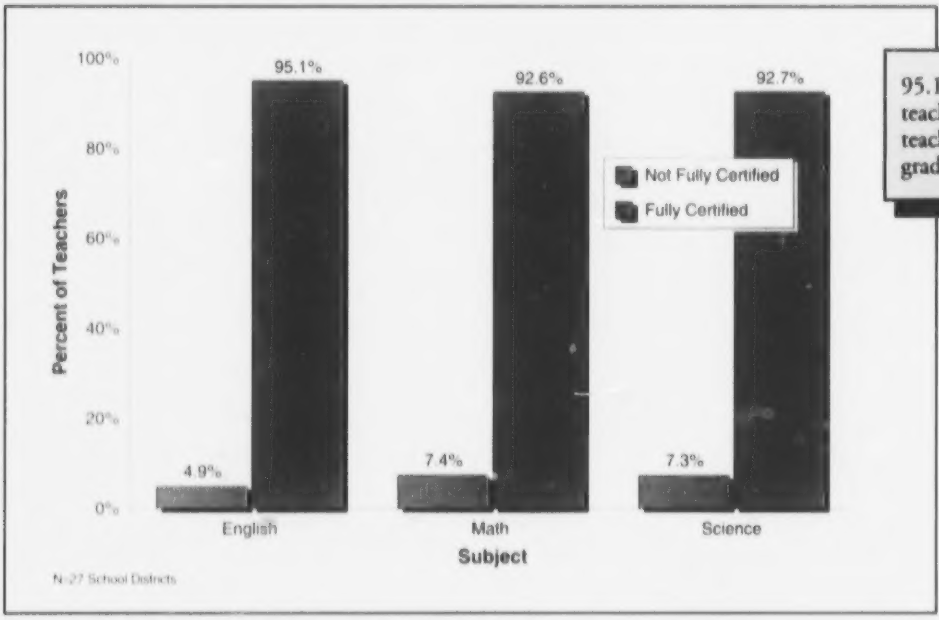
Great City School Teachers Fully Certified by Subject

Percent of Great City School secondary grade teachers who were fully certified to teach in their subject area for English, Math and Science in 1992-93.



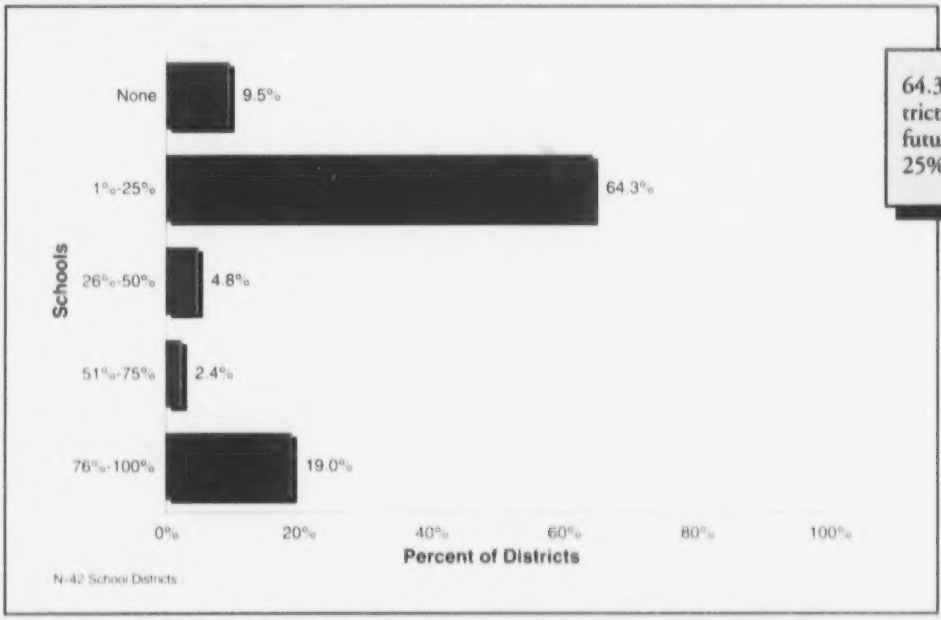
95.1% of Great City School teachers were fully certified to teach English in the secondary grades.

Figure 76

Source: Council of the Great City Schools (see footnote, page 127)

Future Teacher Programs

Percent of Great City School districts with future teacher programs in specified intervals of their schools in 1992-93.



64.3% of Great City School districts provided some form of future teacher program in 1%-25% of their schools.

Figure 77

Source: Council of the Great City Schools (see footnote, page 127)

Teacher/Staff Training Programs in Urban Culture or Race Relations

Percent of Great City School districts with teacher or staff in-service training in urban culture or race relations in specified intervals of their schools in 1992-93.

61.9% of Great City School districts provided some form of training in urban culture or race relations in 76%-100% of their schools.

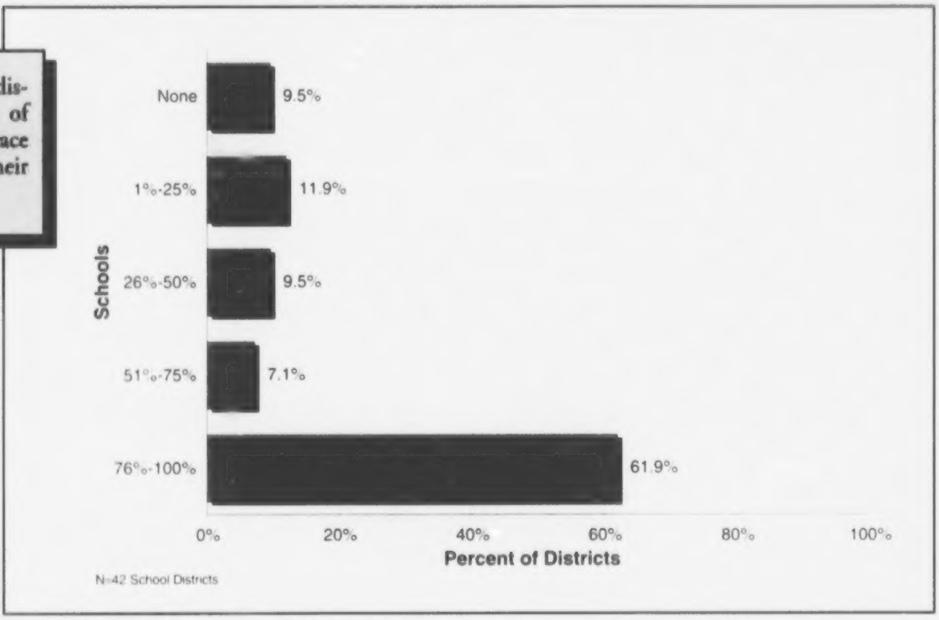


Figure 78

Source: Council of the Great City Schools (see footnote, page 127)

Goal 5: Postsecondary Opportunities

By the year 2000, urban school graduates will be fully prepared to enter and successfully complete higher education, experience successful employment, and exercise their responsibilities as citizens.

Objectives:

- To increase the numbers of urban school graduates who enroll in four-year college or university degree programs.
- To upgrade and improve the quality of urban vocational education and job training programs.
- To increase substantially the number of eligible urban school students registered to vote.
- To increase opportunities for urban school students to participate in community service programs and activities in the schools and community.
- To increase the ability of urban school graduates to reason, think critically, solve problems, and make decisions.

Postsecondary Opportunities

Our nation's future productivity and its role in the global economy is contingent on the ability of the urban schools to move more students into postsecondary education and quality training and employment programs, and to instill in them a sense of community and civic pride. An overarching goal of the Great City Schools is to better prepare urban students to enroll in four-year colleges and universities and receive a baccalaureate degree. Achieving these goals is complicated by the realities of urban life and the American economy. The escalating unemployment rates of urban youth, the increasing costs of a college education, even at state institutions, the declining role of grants in college aid, and the increasing reliance on loans, have prevented many poor and minority youth from even dreaming of higher education. Currently, the average cost of attending a public four-year college is $6,763; the cost for commuter students at public two-year institutions is $5,372.

Against these odds, urban schools are preparing their students for higher education. The good news is that African-American and Hispanic students have increased their participation in postsecondary education over the last several years (American Council on Education, 1994). Most of these gains can be attributed to the progress that Great City Schools have made in graduating more students of color and encouraging them to pursue postsecondary education.

The data in this section show that in 1992-93, 42.2% of Great City School graduates were pursuing or planned to pursue their education at a four-year institution compared with the national average of 36.9%, and another 26.0% were pursuing or planned to pursue their postsecondary education at a two-year college. In addition, 6.5% of Great City School graduates were pursuing or planned to pursue some type of vocational training, 10.1% were employed, 3.0% entered the military and 12.2% had not determined their pursuits or plans.

Among those Great City School graduates who were pursuing or planned to pursue an education at a four-year college or university, 37.5% were African-American (up from 31.0% in 1990-91), 37.5% were white, 16.8% were Hispanic, and 7.8% were Asian-American in 1992-93. Great City School African-American and Hispanic graduates still have not achieved parity in their college-going rates in relation to their high school graduation rates, a trend that is also true at the national level. Female graduates (56.6%) were more likely to be pursuing or planning to pursue a four-year college education than their male (43.4%) counterparts.

Goal 5: Postsecondary Opportunities

How Are We Doing: At-a-Glance

- In 1992-93, more than 2 out of 5 (42.2%) of Great City School graduates were pursuing or planned to pursue their postsecondary education in a four-year college compared with the national average of 36.9%.
- More than one-quarter (26.0%) of Great City School graduates were enrolled or planned to enroll in a two-year college in 1992-93. Another 10.1% of Great City graduates pursued employment, 6.5% were pursuing vocational training, 3.0% were in the military and 12.2% had not determined their plans.
- In 1992-93, 37.5% of Great City School graduates who were pursuing or planning to pursue a four-year college education were African-American, 37.5% were white, 16.8% were Hispanic, and 7.8% were Asian-American.
- Almost three-quarters (73.8%) of Great City School districts provided higher education awareness programs in at least 76% of their schools, 11.9% provided these programs in 1% to 25% of their schools, 2.4% had these programs in 26% to 50% of their schools and 9.5% had them in 51% to 75% of their schools in 1992-93.
- Sixty-one percent of Great City School districts provided some type of voter registration program for their students in at least 76% of their schools in 1992-93.
- In 1992-93, almost half (48.8%) of Great City School districts had community service programs in at least 76% of their schools, 32.6% had these programs in 1% to 25% of their schools, 4.7% had such programs in 26% to 50% of their schools, 9.3% had them in 51% to 75% of their schools and 4.7% did not have community service programs in any of their schools.
- Sixty-seven percent of Great City School districts provided job training programs in at least 76% of their schools in 1992-93.
- About 70% of Great City School districts had some type of business collaborative program in at least 76% of their schools.

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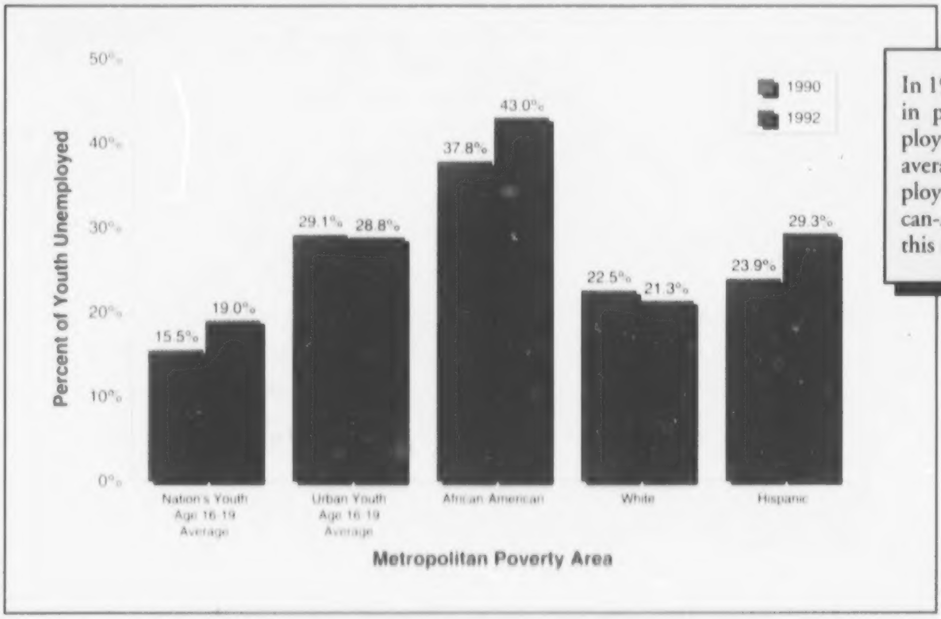
Youth Unemployment Rates

Percent of youth aged 16-19 in nation unemployed compared to urban youth unemployed in 1990 and 1992.



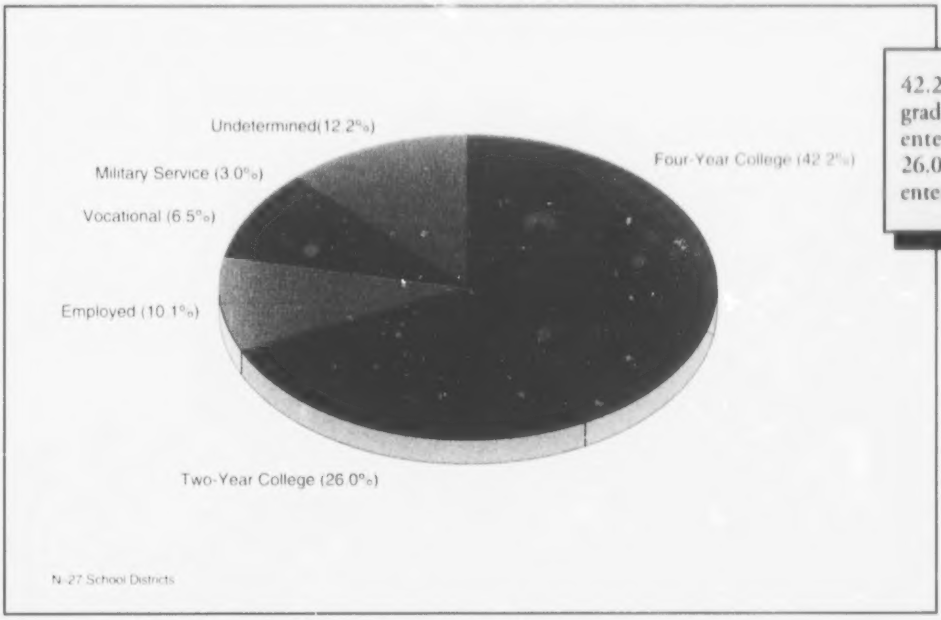
In 1992, 28.8% of urban youth in poverty areas were unemployed compared to the national average of 19.0%. The unemployment rate for urban African-American youth was 43.0%; this is up from 37.8% in 1990.

Figure 79

Source: Bureau of Labor Statistics (see footnote, page 127)

Pursuits of Great City School Graduates

Percent of Great City School graduates who pursued or planned to pursue specified postsecondary activities in 1992-93.



42.2% of Great City School graduates entered or planned to enter four-year colleges and 26.0% entered or planned to enter two-year colleges.

Figure 80

Source: Council of the Great City Schools (see footnote, page 127)

Great City School Graduates Pursuing Four-Year College by Race/Ethnicity

Percent of Great City School graduates who pursued four-year college by race/ethnicity compared to each race's share of Great City School K-12 enrollment in 1992-93.

In 1992-93, 37.5% of Great City School graduates pursuing four-year college education were African-American while they comprised 42.1% of the total K-12 enrollment.

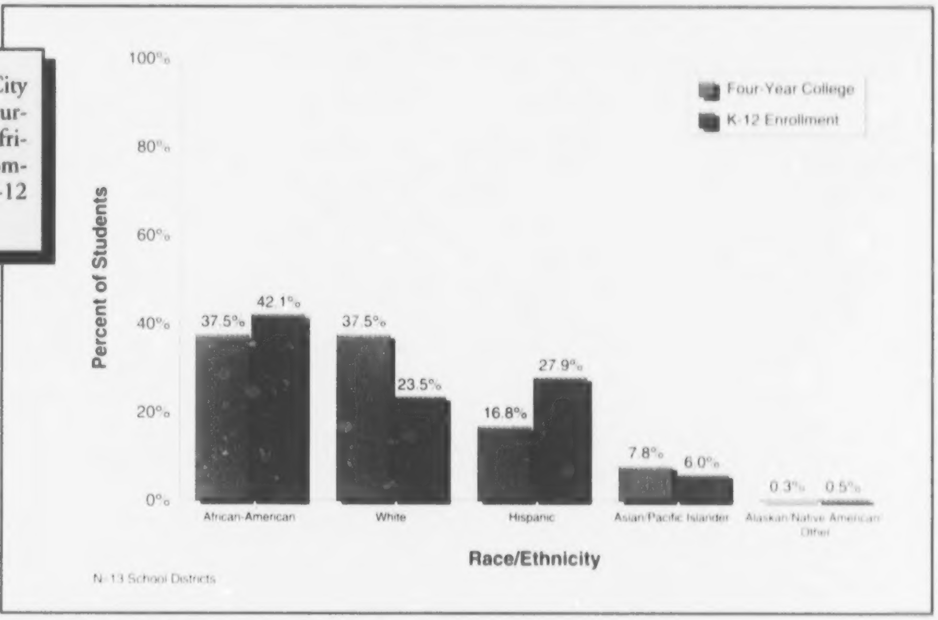


Figure 81

Source: Council of the Great City Schools (see footnote, page 127)

Great City School Graduates Pursuing Four-Year College by Sex

Percent of Great City School graduates who pursued four-year college by sex compared to each sex's share of Great City School K-12 enrollment in 1992-93.

In 1992-93, 43.4% of Great City School graduates pursuing four-year college education were male while they comprised 51.2% of the total K-12 enrollment.

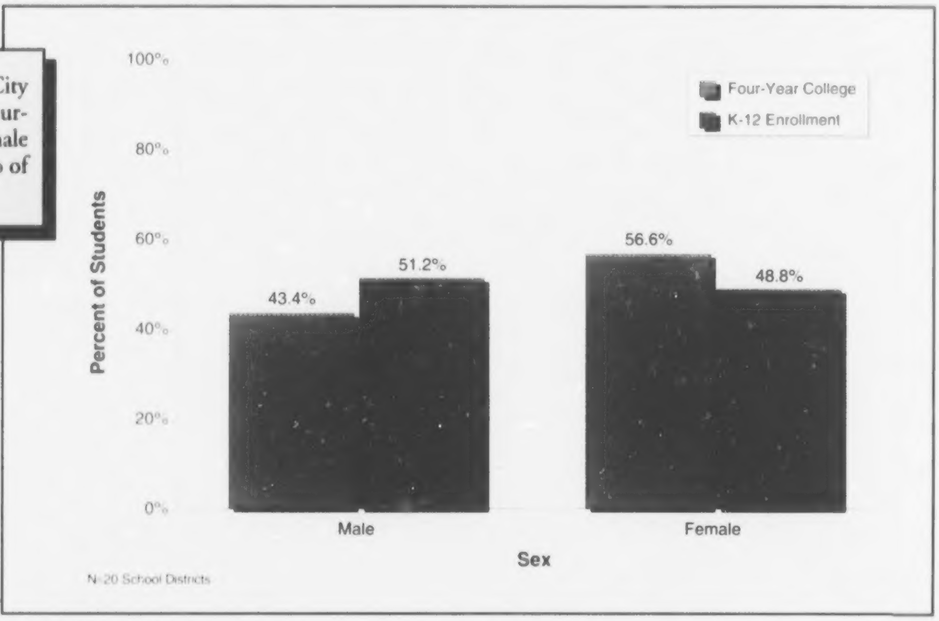


Figure 82

Source: Council of the Great City Schools (see footnote, page 127)

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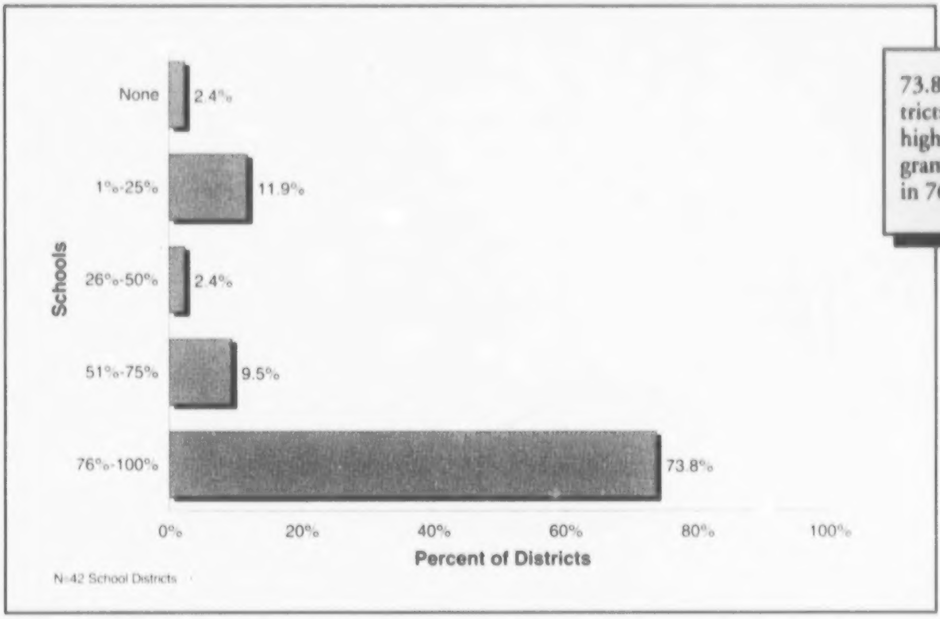
Higher Education Awareness Programs

Percent of Great City School districts with higher education awareness programs for middle school students in specified intervals of their schools in 1992-93.



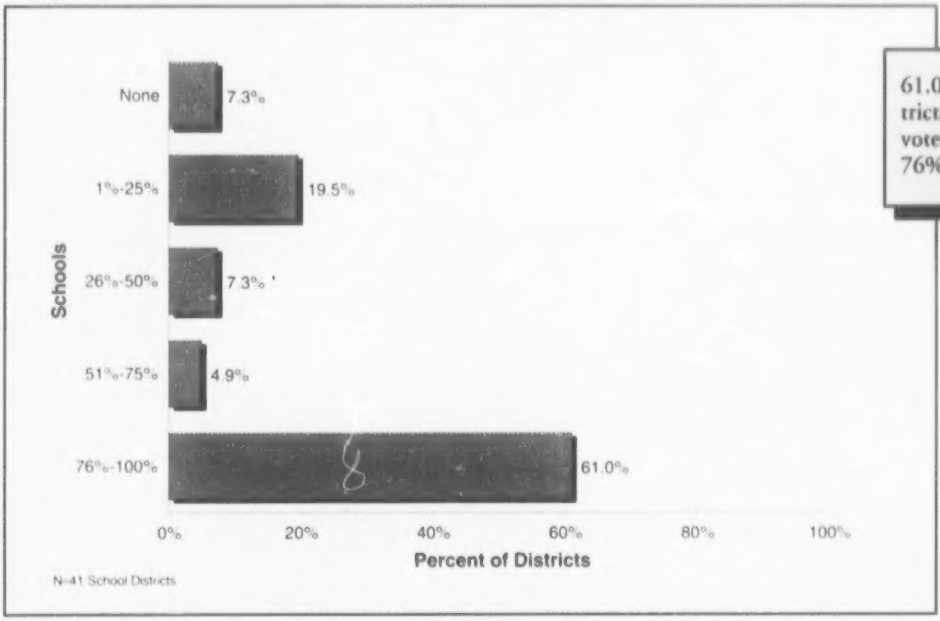
73.8% of Great City School districts provided some form of higher education awareness program for middle school students in 76%-100% of their schools.

Figure 83

Source: Council of the Great City Schools (see footnote, page 128)

Voter Registration Programs

Percent of Great City School districts with voter registration programs in specified intervals of their schools in 1992-93.



61.0% of Great City School districts provided some form of voter registration program in 76%-100% of their schools.

Figure 84

Source: Council of the Great City Schools (see footnote, page 128)

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Community Service Programs

Percent of Great City School districts with community service programs in specified intervals of their schools in 1992-93.

48.8% of Great City School districts provided some form of community service program in 76%-100% of their schools.

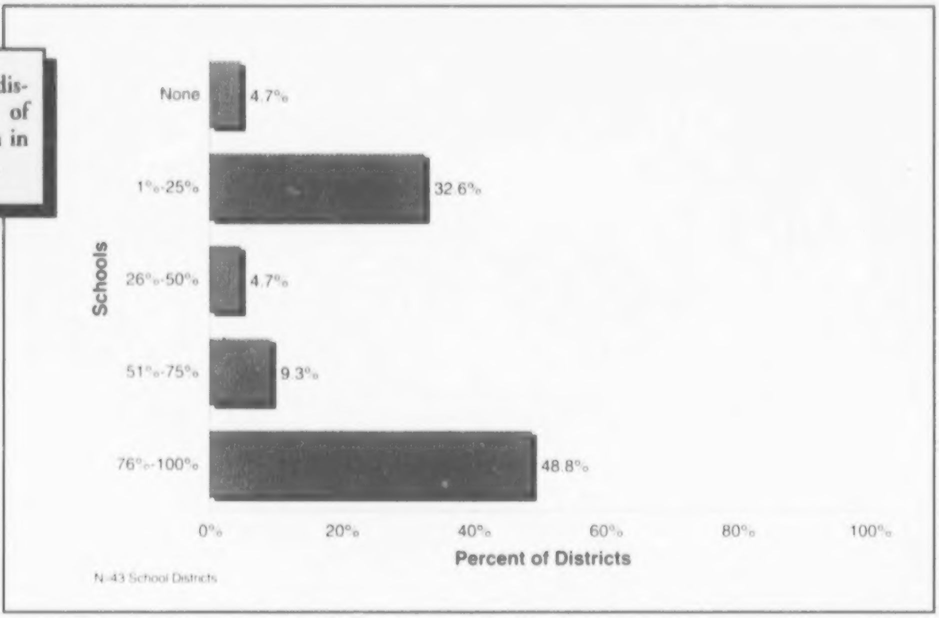


Figure 85

Source: Council of the Great City Schools (see footnote, page 128)

Job Training Programs for Youth

Percent of Great City School districts with job training programs for youth in specified intervals of their schools in 1992-93.

66.7% of Great City School districts provided some form of job training program for youth in 76%-100% of their schools.

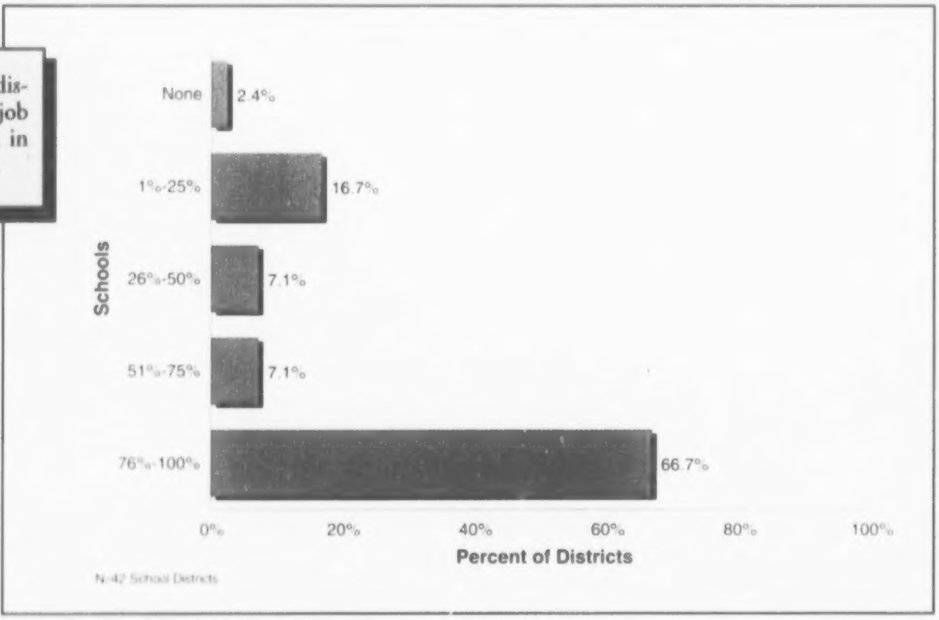
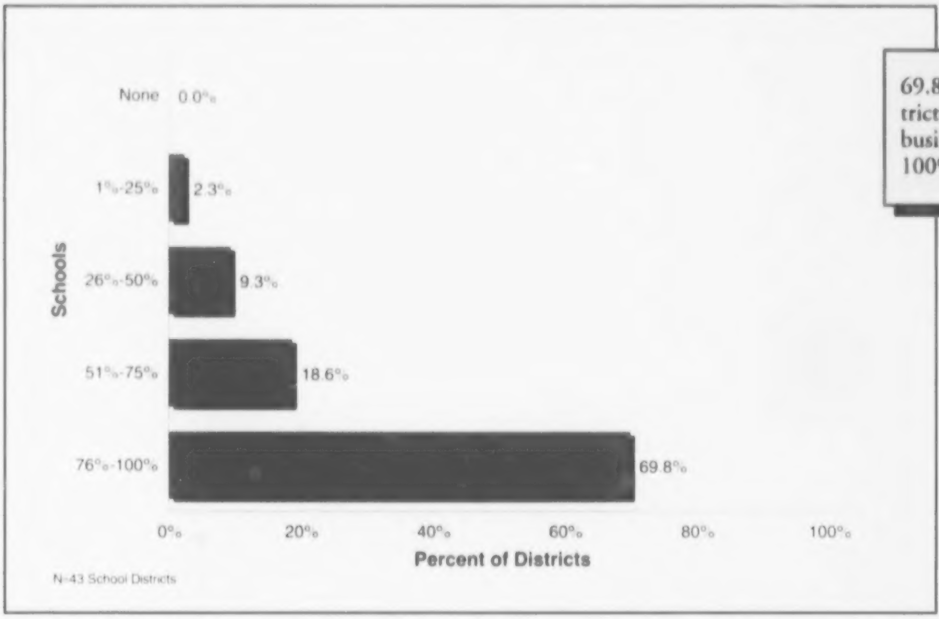


Figure 86

Source: Council of the Great City Schools (see footnote, page 128)

Business Collaborative Programs

Percent of Great City School districts with business collaboratives in specified intervals of their schools in 1992-93.



69.8% of Great City School districts provided some form of business collaborative in 76%-100% of their schools.

Figure 87

Source: Council of the Great City Schools (see footnote, page 128)

Goal 6: Safe and Caring Environment

By the year 2000, urban schools will be free of drugs and alcohol, students will be well nourished and healthy, and schools will be well-maintained and safe.

Objectives:

- To substantially reduce the drug and alcohol use, possession and distribution among urban school students and staff.
- To expand Drug-Free Zones around schools each year.
- To provide adequate nutrition each day and necessary instruction in nutrition.
- To ensure that urban school students are healthy and in good physical condition.
- To substantially reduce pregnancy among urban school students.
- To develop in urban school students adequate self-confidence, self-esteem, and personal decision-making skills.
- To ensure that urban students feel safe in school, and learn in a supportive and caring environment.
- To create comprehensive collaboratives that coordinate services to youth and their families through interagency cooperation and that eliminate barriers to quality services.

Safe and Caring Environment

Today our society is fraught with violence, drug and alcohol abuse and health problems. For many of the students attending the schools in our nation's central cities the school is their haven from the violence in the surrounding area. It is the goal of the Great City Schools to provide an environment that is conducive to learning. Many Great City School districts have initiated programs and strategies to address the safety issue in their districts to ensure that their children are safe.

Urban schools also face challenges in providing support services for their students' health. Many students upon entering school have not had access to adequate health care. Lack of access to health care, which leads to many problems such as low birth-weight, learning disabilities, undernourishment and other developmental problems. The cycle is perpetuated when school-age parents do not receive the health care that they need. It is only when all of the developmental, health, and social needs of children are met that they are able to pursue their intellectual growth. Our data indicate that the Great City School districts are providing a variety of programs to address these needs.

Drug and alcohol abuse is a very serious problem in the inner city schools. Many factors contribute to this problem ranging from the availability and supply of drugs, to lack of role models, to the lack of self-esteem; these problems lie outside the control of the schools, and often school-based solutions do not have as great an impact. However, data shows that drug use among high school seniors in large metropolitan areas is down. In 1990-91, 67.0% of high school seniors had not used illicit drugs compared to 73% in 1992-93.

The Council's data also show that in 1992-93, there were only 4.4 drug or alcohol abuse related incidents per 1,000 GCS students, among 9-12th grade students in the Great City Schools, and only 2.9 per 1,000 in grades 6-8. Further, according to the National Goals Panel, only 2.0% of teachers in the city felt unsafe in their buildings during school hours in 1991 and 15.0% felt unsafe after school hours. In addressing the safety issue, many Great City School districts have mounted crime and gang prevention programs. In 1992-93, 54.8% of Great City School districts had some type of gang and crime prevention program in at least 76% of their schools. Further, in 1992-93, there were only 3.8 weapon incidents per 1,000 among GCS 9-12th grade students, and 7.3 per 1,000 among students in grades 7-8.

All of the Great City School districts had some type of program to address the issue of substance abuse. In 1992-93, 95.5% of Great City School districts had drug education programs in 76% to 100% of their schools. The Great City Schools also have programs in AIDS prevention, nutrition education, stress reduction, and pregnancy prevention. For example, in 1992-93, more than half (58.5%) of Great City School districts had pregnancy prevention programs in 76% to 100% of their schools; 48.8 % of school districts had some type of suicide and stress reduction program in at least 76% of their schools; 86.4% of Great City School districts had nutrition education programs in 76% to 100% of their schools; and 72.1% of school districts had HIV and STD prevention programs in at least 76% of their schools. Between 1990 and 1992, the AIDS rates in metropolitan areas more than doubled from 24.4 per 100,000 persons to 50.9 per 100,000 persons. These trends indicate the growing need for prevention programs among our urban youth.

Finally, the data show that many of the Great City School buildings are in need of repair. There was over $13.3 billion in deferred maintenance and repair needs in the Great City schools, not counting capital construction needs and other deferred environmental and safety needs.

Goal 6: Safe and Caring Environment

How Are We Doing: At-a-Glance

- There were only 3.8 incidents involving weapons for every 1,000 GCS high school students, 7.3 incidents for every 1,000 GCS middle/junior high students, and 1.8 incidents for every 1,000 GCS elementary school students.
- In 1992-93, there were only 2.9 drug and alcohol incidents per 1,000 GCS students in grade 6-8 , 4.4 incidents for every 1,000 GCS students in grades 9-12, and 0.2 incidents per 1,000 GCS students in grades K-5.
- GCS districts reported 177.9 suspensions for every 1,000 high school students in 1992-93, and there were 288.8 suspensions per 1,000 junior/middle school students.
- In 1992-93, GCS districts indicated that there were 6.2 expulsions per 1,000 high school students, and 6.5 per 1,000 junior/middle school students.
- There were approximately $13.3 billion of deferred maintenance and repair needs for GCS buildings and facilities, not counting capital needs, in 1992-93; the average age of GCS districts' buildings was 47 years.
- In 1992-93 drug education programs were provided by 95.5% of the GCS districts in 76% to 100% of their schools.
- 72.1% of GCS districts had some type of HIV and STD prevention programs in 76% to 100% of their schools, 11.6% had these type programs in 51% to 75% of their schools, 11.6% had them in 1% to 25% of their schools and 4.7% had these programs in 26% to 50% of their schools.
- More than 17 out of 20 (86.4%) of GCS districts had nutrition education programs in at least 76% of their schools in 1992-93.
- GCS districts also had programs for suicide and stress reduction. In 1992-93, 48.8% of GCS districts had these programs in at least 76% of their schools, another 16.3% of districts had programs in 51% to 75% of their schools and 34.9% of GCS districts had these programs in up to 50% of their schools.
- 54.8% of GCS districts had crime and gang prevention programs in at least 76% of their schools, 21.4% had programs in 51% to 75% of their schools and 23.8% had these programs in up to 50% of their schools.
- 58.5% of GCS districts had some type of pregnancy prevention program in 76% to 100% of their schools in 1992-93.

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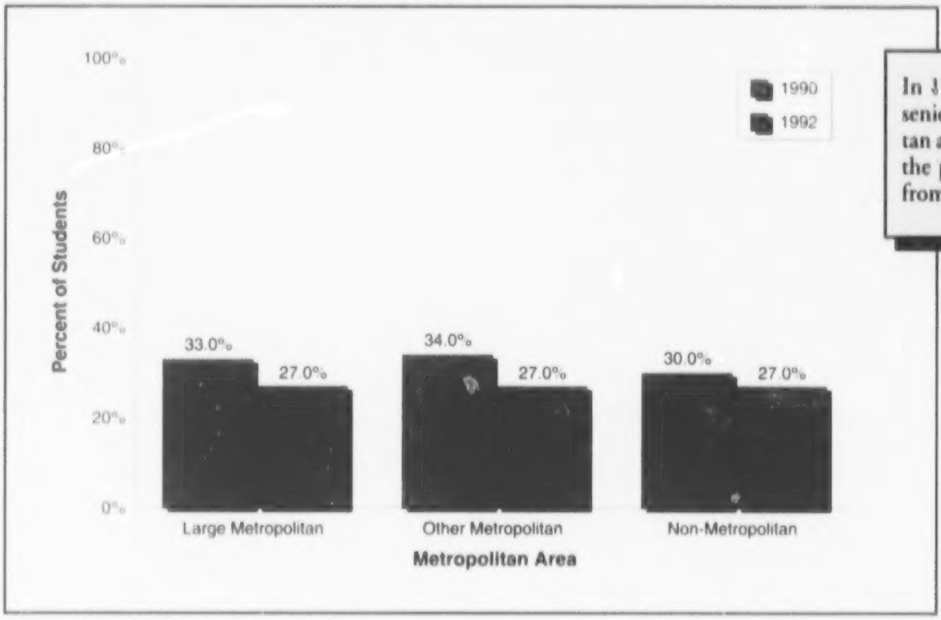
Illicit Drug Use

Percent of high school seniors using illicit drugs during previous year by metropolitan area in 1990 and 1992.



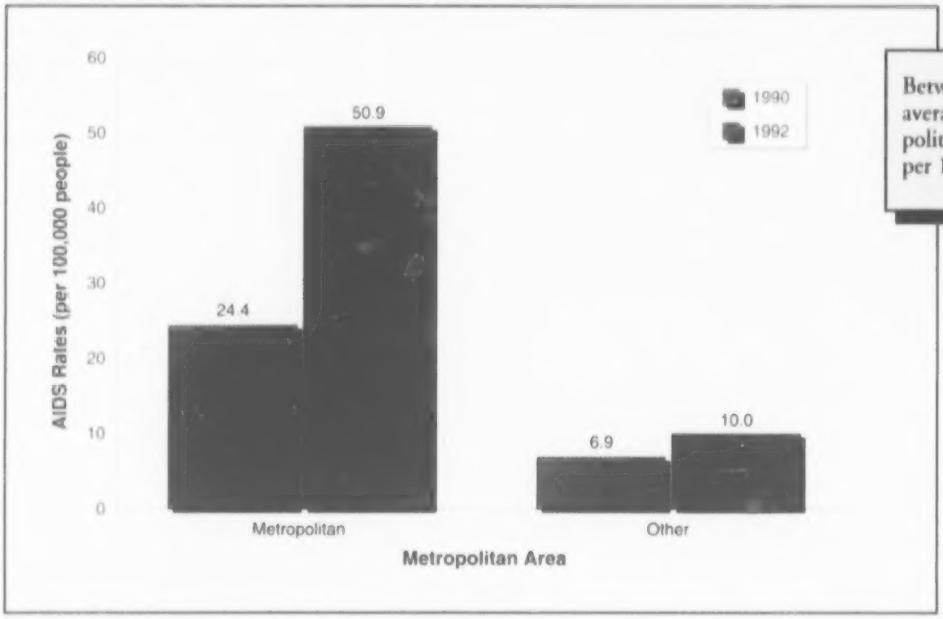
In 1992, 27.0% of high school seniors in very large metropolitan areas had used an illicit drug the previous year, this is down from 33.0% in 1990.

Figure 88

Source: National Institute of Drug Abuse (see footnote, page 128)

AIDS Rates

Rates of AIDS per 100,000 persons in metropolitan areas compared to other areas in 1990 and 1992.



Between 1990 and 1992, the average rate of AIDS in metropolitan areas increased from 24.4 per 100,000 persons to 50.9.

Figure 89

Source: Centers for Disease Control (see footnote, page 128)

School Safety

Percent of teachers feeling unsafe during and after school hours by location in 1991.

2.0% of public school teachers in cities reported feeling unsafe in their school buildings during the day compared to the national average of 1.0%. 15.0% reported feeling unsafe after school hours compared to 8.0% nationally.

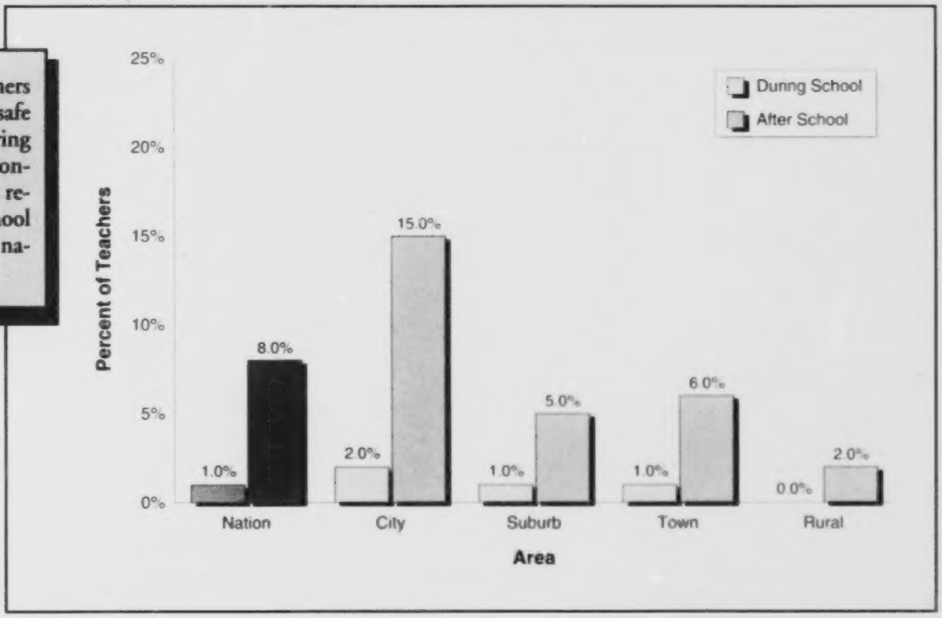


Figure 90

Source: National Education Goals Panel (see footnote, page 128)

Great City School Weapons Incidents

Number of incidents involving a weapon in the Great City Schools per 1,000 students in 1992-93.

There were 7.3 reported incidents involving a weapon in the Great City Schools per 1,000 students in junior/middle schools.

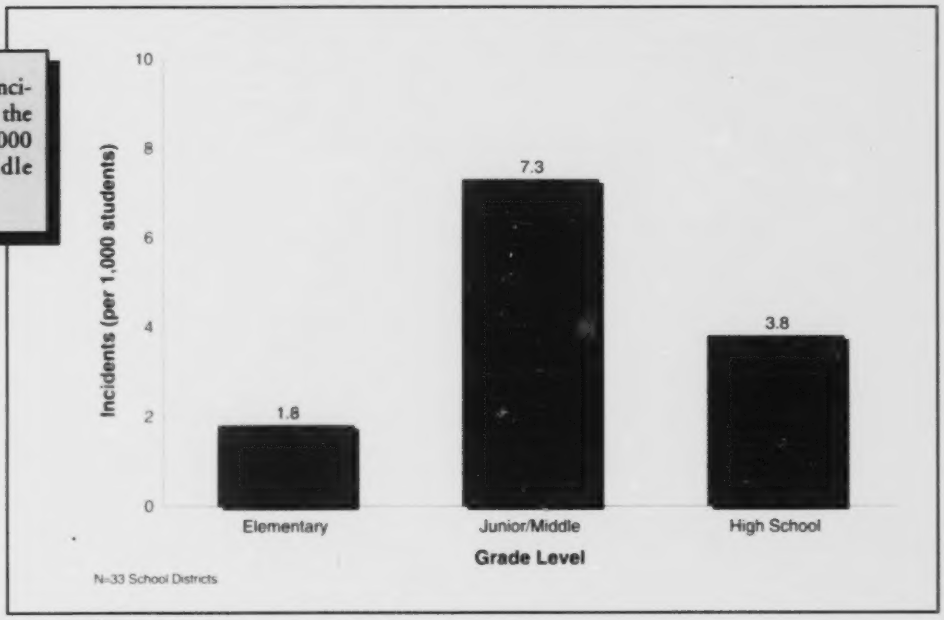


Figure 91

Source: Council of the Great City Schools (see footnote, page 128)

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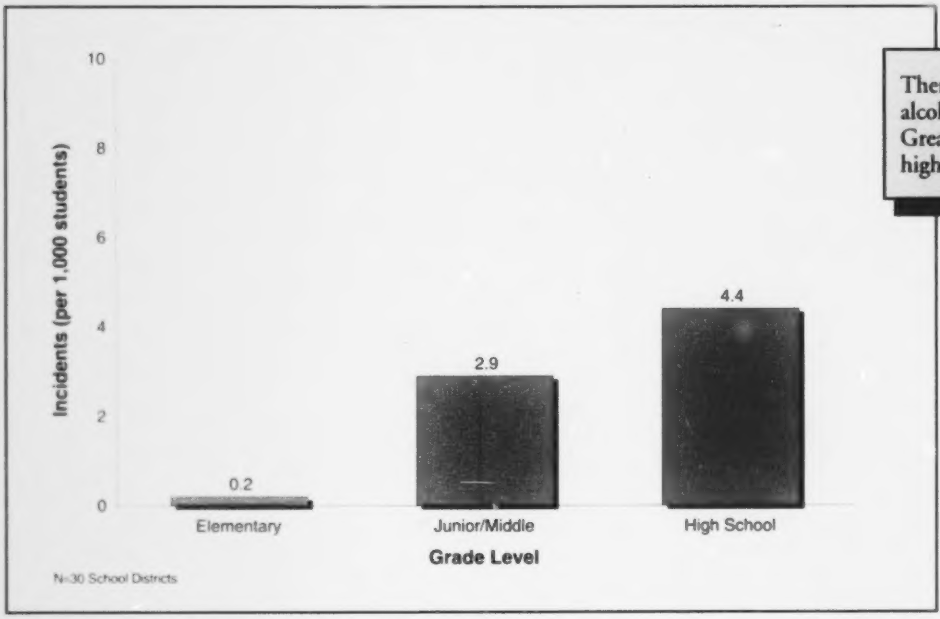
Great City School Drug/Alcohol Incidents

Number of drug/alcohol related incidents in the Great City Schools per 1,000 students in 1992-93.



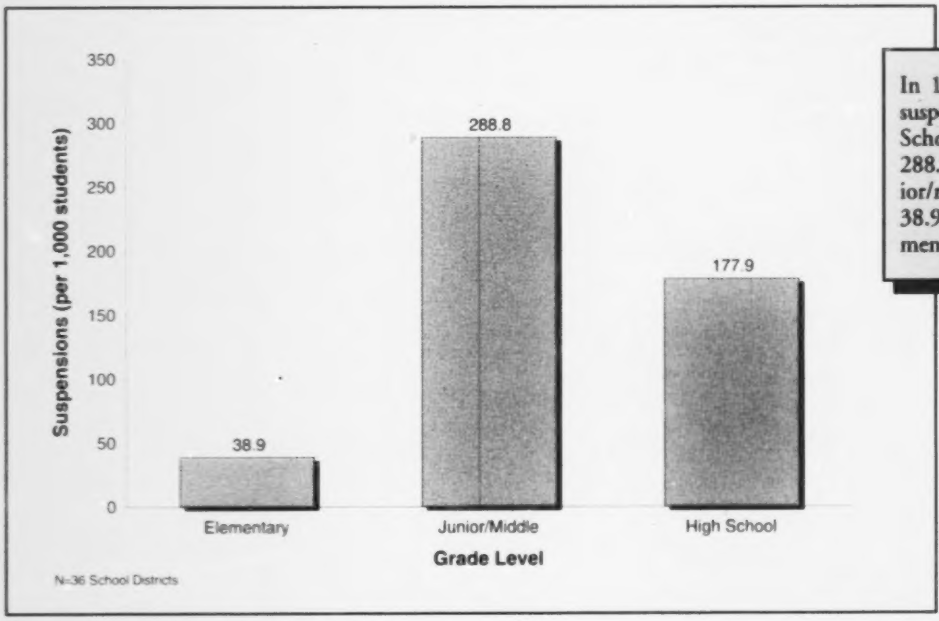
There were 4.4 reported drug/alcohol related incidents in the Great City Schools per 1,000 high school students.

Figure 92

Source: Council of the Great City Schools (see footnote, page 128)

Great City School Suspensions

Number of suspensions of one day or more in the Great City Schools per 1,000 students in 1992-93.



In 1992-93, there were 177.9 suspensions per 1,000 Great City School high school students, 288.8 suspensions per 1,000 junior/middle school students, and 38.9 suspensions per 1,000 elementary school students.

Figure 93

Source: Council of the Great City Schools (see footnote, page 129)

Great City School Expulsions

Number of expulsions in the Great City Schools per 1,000 students in 1992-93.

There were 6.2 expulsions per 1,000 Great City School high school students, 6.5 expulsions per 1,000 junior/middle school students, and 0.8 expulsions per 1,000 elementary school students.

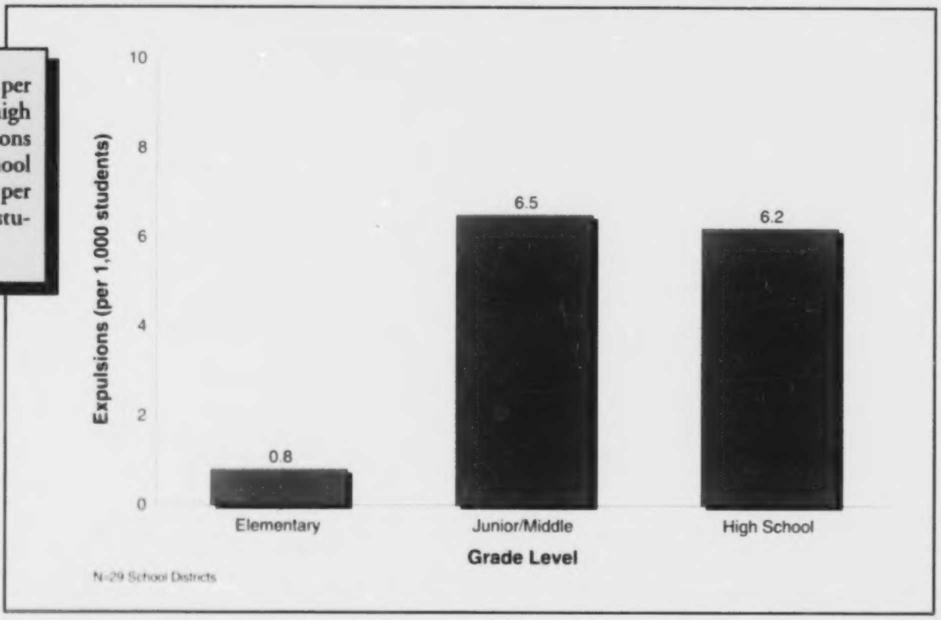


Figure 94

Source: Council of the Great City Schools (see footnote, page 129)

Great City School Health Clinics

Percent of Great City School districts with health clinics by specified intervals in 1992-93.

In 1992-93, 46.3% of Great City School districts had at least one clinic for 50 schools or less.

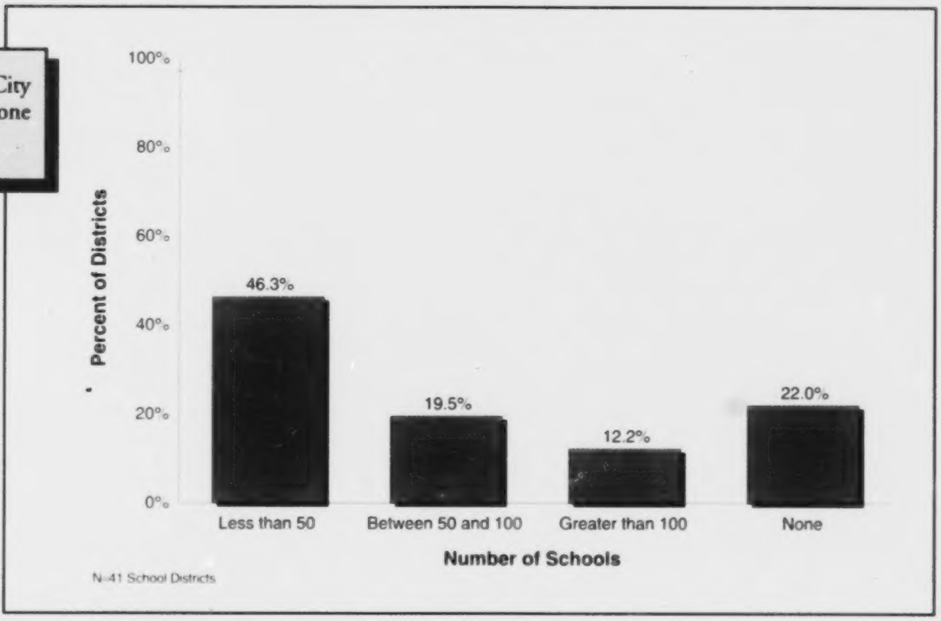
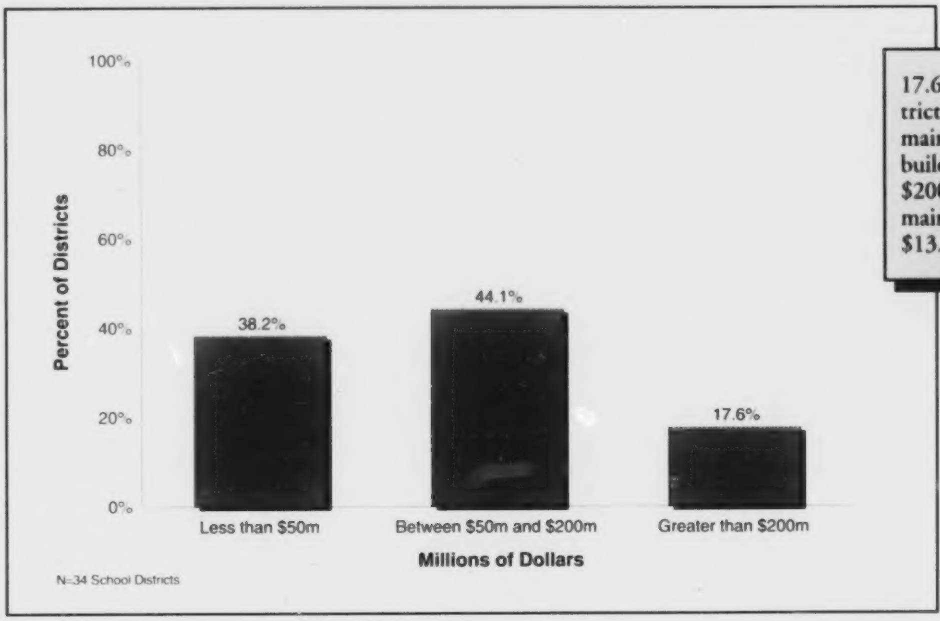


Figure 95

Source: Council of the Great City Schools (see footnote, page 129)

Great City School Deferred Building Maintenance

Percent of Great City School districts with specified intervals of deferred maintenance and repair costs in 1992-93.



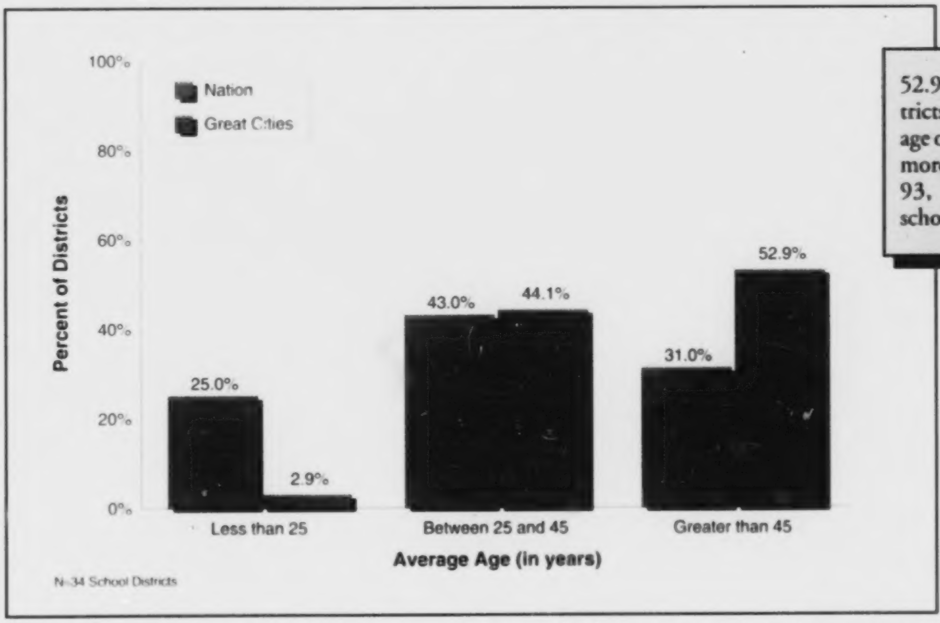
17.6% of Great City School districts reported total deferred maintenance and repair costs for buildings and facilities of over $200 million. Total deferred maintenance currently exceeds $13.3 billion.

Figure 96

Source: Council of the Great City Schools (see footnote, page 129)

Average Age of the Nation's and Great City School Buildings

Percent of the nation's and Great City School districts with buildings of a specified average age in 1992-93.



52.9% of Great City School districts reported that the average age of their school buildings was more than 45 years old in 1992-93, compared to 31.0% of schools nationally.

Figure 97

Source: American Association of School Administrators and the Council of the Great City Schools (see footnote, page 129)

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Drug Education Programs

Percent of Great City School districts with drug education programs in specified intervals of their schools in 1992-93.

95.5% of Great City School districts provided some form of drug education program in 76%-100% of their schools.

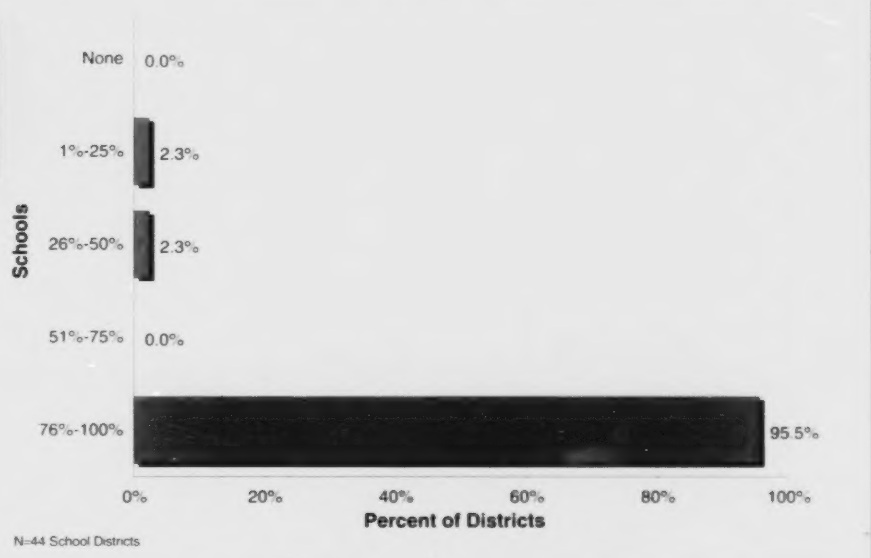


Figure 98

Source: Council of the Great City Schools (see footnote, page 129)

HIV and STD Prevention Programs

Percent of Great City School districts with Human Immunodeficiency Virus (HIV) and Sexually Transmitted Disease (STD) prevention programs in specified intervals of their schools in 1992-93.

72.1% of Great City School districts provided some form of HIV or STD program in 76%-100% of their schools.

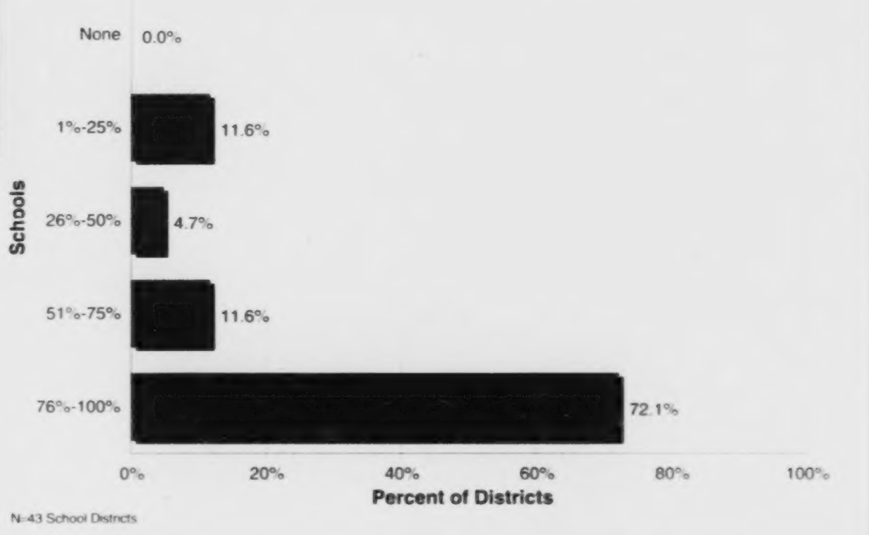
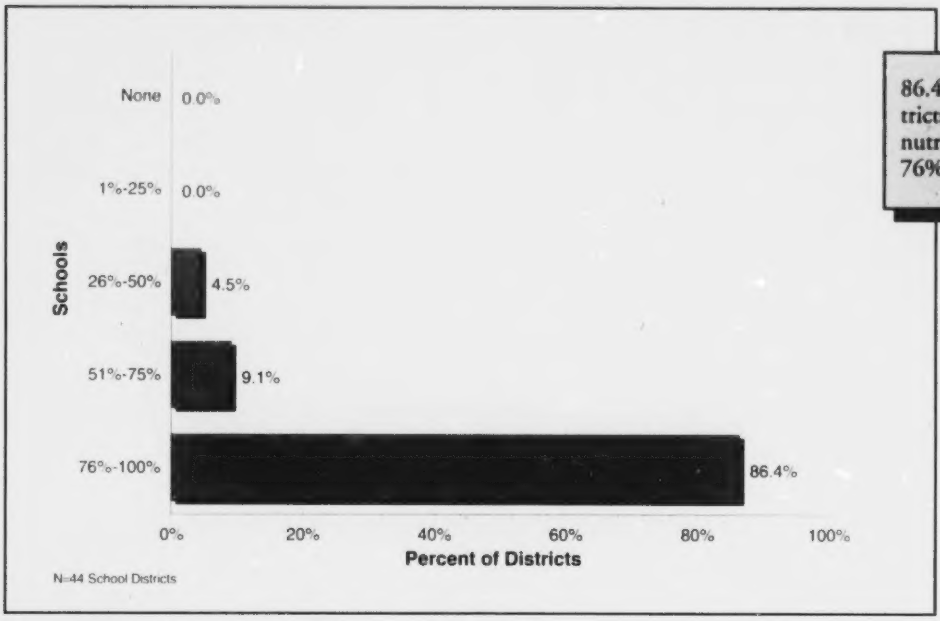


Figure 99

Source: Council of the Great City Schools (see footnote, page 129)

Nutrition Education Programs

Percent of Great City School districts with nutrition education programs in specified intervals of their schools in 1992-93.



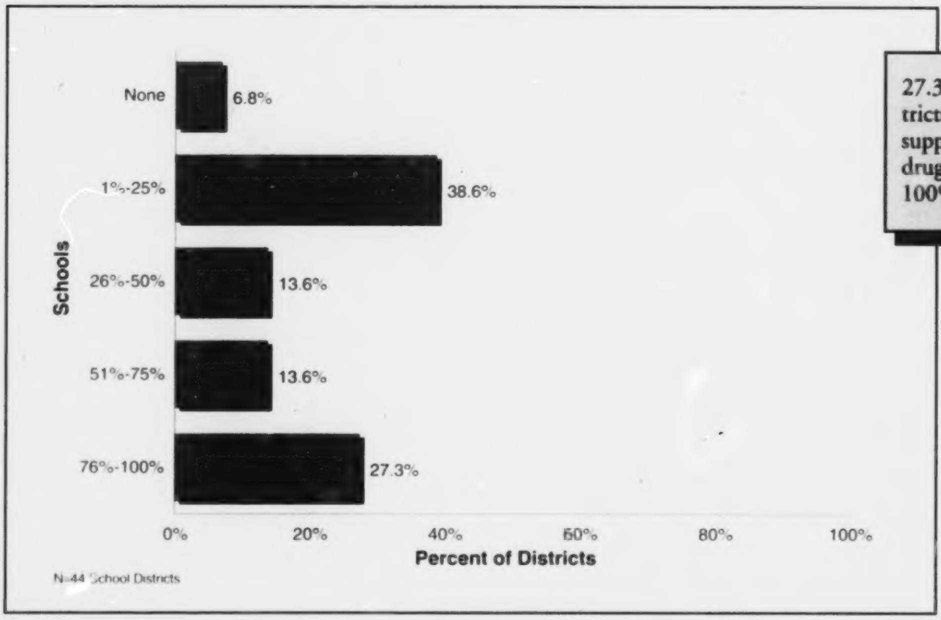
86.4% of Great City School districts provided some form of nutrition education program in 76%-100% of their schools.

Figure 100

Source: Council of the Great City Schools (see footnote, page 129)

Support Programs for Children of Drug-Addicted Parents

Percent of Great City School districts with support programs for children of drug-addicted parents in specified intervals of their schools in 1992-93.



27.3% of Great City School districts provided some form of support program for children of drug-addicted parents in 76%-100% of their schools.

Figure 101

Source: Council of the Great City Schools (see footnote, page 129)

Suicide and Stress Reduction Programs

Percent of Great City School districts with programs to reduce student suicide and stress in specified intervals of their schools in 1992-93.

48.8% of Great City School districts provided some form of suicide and stress reduction program for students in 76%-100% of their schools.

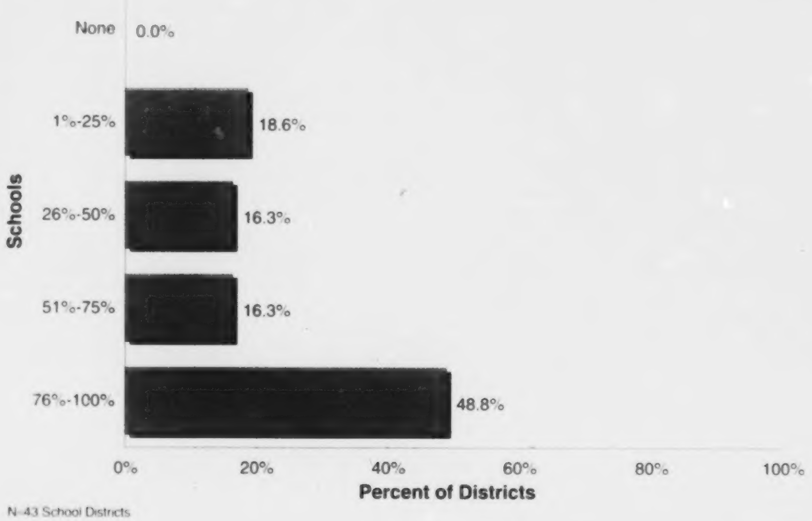


Figure 102

Source: Council of the Great City Schools (see footnote, page 129)

Crime and Gang Prevention Programs

Percent of Great City School districts with crime or gang prevention programs in specified intervals of their schools in 1992-93.

54.8% of Great City School districts provided some form of crime or gang prevention program in 76%-100% of their schools.

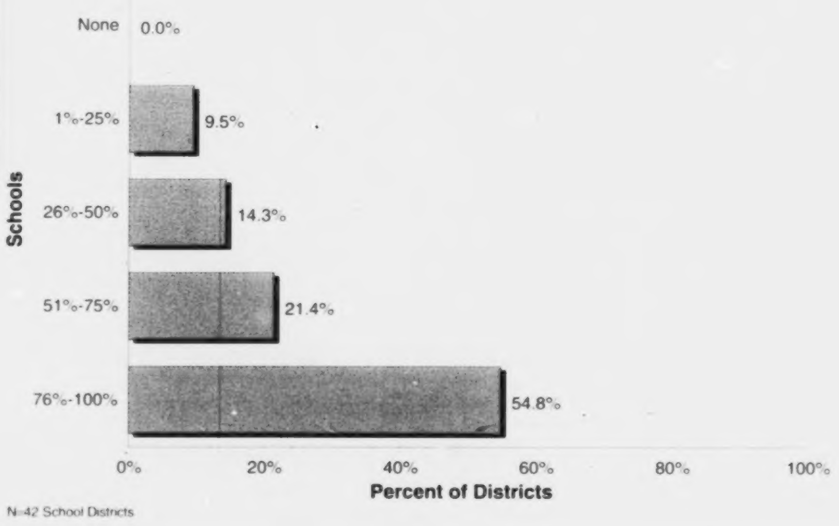


Figure 103

Source: Council of the Great City Schools (see footnote, page 129)

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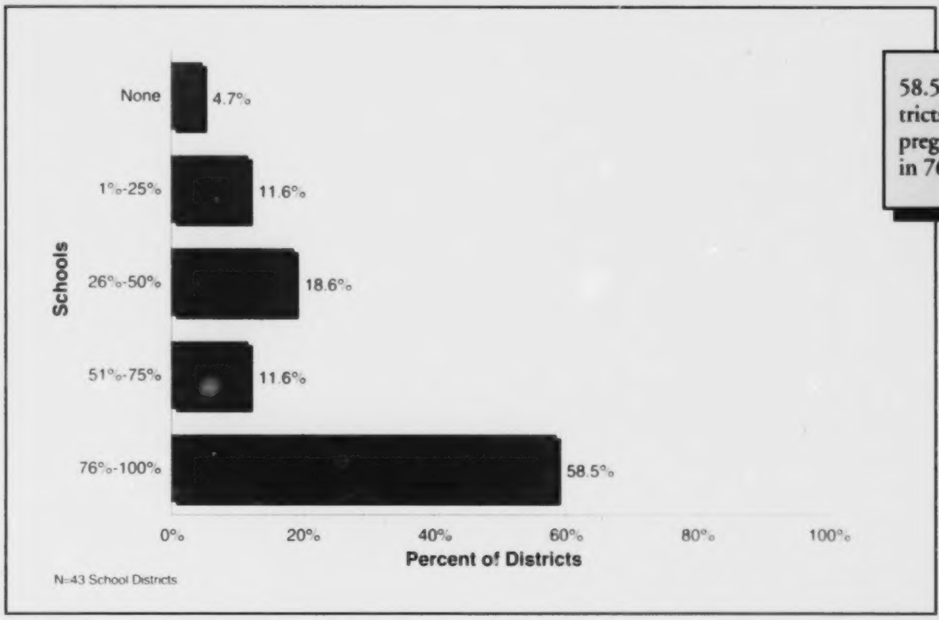
Pregnancy Prevention Programs

Percent of Great City School districts with pregnancy prevention programs in specified intervals of their schools in 1992-93.



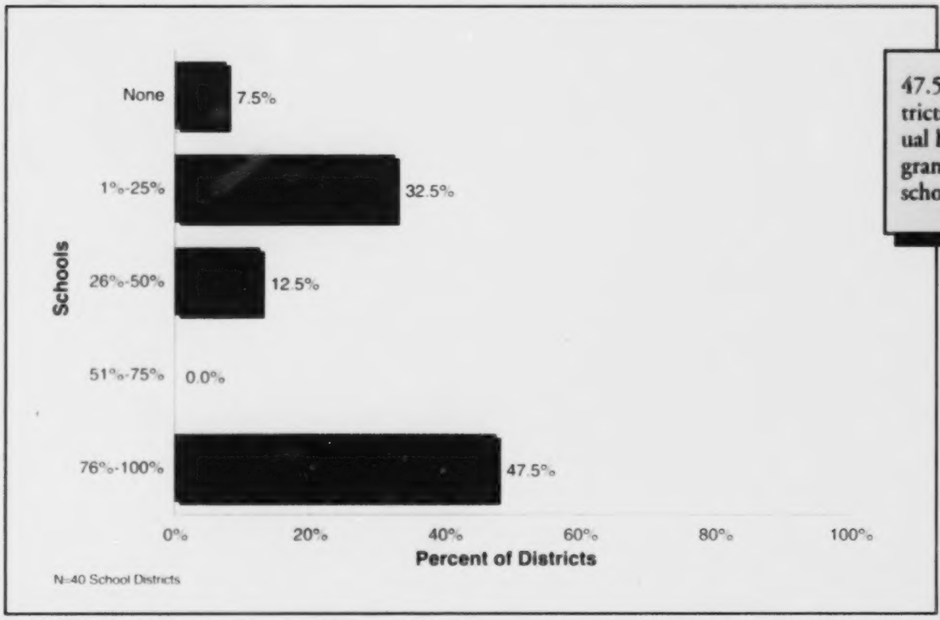
58.5% of Great City School districts provided some form of pregnancy prevention program in 76%-100% of their schools.

Figure 104

Source: Council of the Great City Schools (see footnote, page 129)

Sexual Harassment Prevention Programs

Percent of Great City School districts with sexual harassment prevention programs in specified intervals of their schools in 1992-93.



47.5% of Great City School districts provided some form of sexual harassment prevention program in 76%-100% of their schools.

Figure 105

Source: Council of the Great City Schools (see footnote, page 129)

Goal 7: Equitable and Adequate Funding

By the year 2000, America's urban schools will be funded equitably and adequately by all levels of government in order for urban students to meet the urban goals.

Objectives:

- To ensure that all urban schools have the resources necessary to meet the needs of their students and to attain the National Education Goals.
- To close the gap in funding and ensure that all state governments and school districts allocate funds equitably and adequately to urban schools.
- To ensure that the maximum amounts of school system dollars are spent at the school and classroom levels.
- To continue to develop legislative strategies to ensure that by the year 2000 the federal government will fully fund current authorized programs and add new programming to meet the needs of immigrant and refugee children and urban building construction and technology needs.

Equitable and Adequate Funding

The financing of urban schools is a complex issue and one of the gravest for urban schools. During the last twenty years many state education finance systems have been the target of legal challenges. As a result, spending disparities that penalize urban schools have been identified.

Urban school systems must meet the needs of extremely diverse groups of students. Adequate and equitable funding will not solve all the problems of urban schools but it is a necessary component of the solution.

Analysis of the Council's data reveals that 70.2% of the Great City School systems are independent (i.e., have their own taxing authority); however, 29.8% are dependent on revenues from a general purpose unit of government. Among those school districts which are financially independent, 93.8% use property taxes as a main source of locally generated revenue, 43.8% use tuition and/or fees (in states where it is legal), 40.6% use sales taxes, 12.5% use auto taxes, 15.6% use income taxes, 9.4% use corporate taxes and none of the school districts use value-added taxes. Further, most financially independent Great City School systems had general purpose bond ratings of at least A. In 1992-93, 12.9% of Great City School districts had bond ratings of Aaa, 35.5% had bond ratings of Aa, 16.1% had a rating of A1 and another 22.6% had a bond rating of A. About 12.9% of Great City School districts had bond ratings of Baa1 or lower.

In 1992-93, total revenues for the Great City Schools stood at $33.7 billion annually, up from $17.8 billion in 1982-83 (unadjusted for inflation). In 1992-93, 46.9% of Great City Schools' revenues were from state sources, 42.3% from local sources, and 10.9% from federal sources. From 1982-83 to 1992-93, the federal share of Great City School revenues increased from 9.1% to 10.9%, while local revenues declined from 45.9% to 42.3%. Between 1982 and 1992, locally generated per capita revenues for Great City Schools, adjusted for inflation, went from $212 to $256, a 20.8% increase, while state revenues declined dramatically.

During the period 1982-83 to 1992-93, the average per pupil revenues in the Great City Schools increased from $3,458 to $4,422 (a 27.9% increase, adjusted for inflation). However, when the per pupil revenues are adjusted to reflect the special needs (i.e., limited-English proficiency, poor, and disabled) of Great City School students, it becomes crystal clear that there is a shortfall in support for urban schools. In 1992-93, the average per pupil revenue in the Great City Schools, when adjusted for special needs, was $4,033 compared to $4,382 nationally. Urban school students are being funded at a level about 8% below the national average.

Large urban schools spent a slightly larger percentage of overall expenditures (62.5%) on total instruction than suburban schools (60.7%); but the dollar level was $437 less per child in cities compared to the suburbs. Urban schools spent slightly less on extracurricular activities than their suburban counterparts.

Goal 7: Equitable and Adequate Funding

How Are We Doing: At-a-Glance

- Slightly more than 7 out of 10 (70.2%) of GCS districts were financially independent in 1992-93.
- 93.8% of the GCS districts that are financially independent used property taxes as a source of revenue in 1992-93.
- Almost half (48.4%) of financially independent GCS districts had a municipal bond rating of at least Aa in 1992-93.
- 6.4 % of financially independent GCS districts had a municipal bond rating lower than Baa1 in 1992-93.
- The inflation-adjusted local revenue per capita for GCS increased between 1982 and 1992 from $212.00 to $256.00, an increase of 20.8%.
- In 1992-93, total revenues in the GCS stood at $33.7 billion; 42.3% was from local revenue sources, 46.9% from the state and 10.9 % from the federal government. Between 1990 and 1992, the state share of total revenues to GCS declined from 48.8% to 46.9%.
- 45.9% of GCS revenues came from local sources in 1982-83 and 42.3% came from local sources in 1992-93.
- In 1982-83, 45.1% of GCS revenues came from state sources, and in 1992-93, 46.9% came from state sources.
- The GCS share of federal expenditures for K-12 education stood at 22.1% in 1992-93, up from 19.8% in 1988-89.
- The GCS share of state expenditures for K-12 education decreased from 14.2% in 1982-83 to 13.7% in 1992-93.
- In 1992-93 the average per pupil revenues in GCS when adjusted for special needs was $4,033 compared to $4,382 for the nation.
- The percentage of GCS revenues from federal sources increased from 9.1% in 1982-83 to 10.9% in 1992-93.
- The average per pupil revenues in GCS increased between 1982 and 1992, from $3,458 to $6,161; when adjusted for inflation, it increased 27.9% to $4,422. However, between 1990 and 1992, the average per pupil revenues in GCS declined by $34 per pupil (adjusted for inflation).
- In 1992-93, the percent of average per pupil expenditures devoted to total instructional costs in large urban schools stood at 62.5%.

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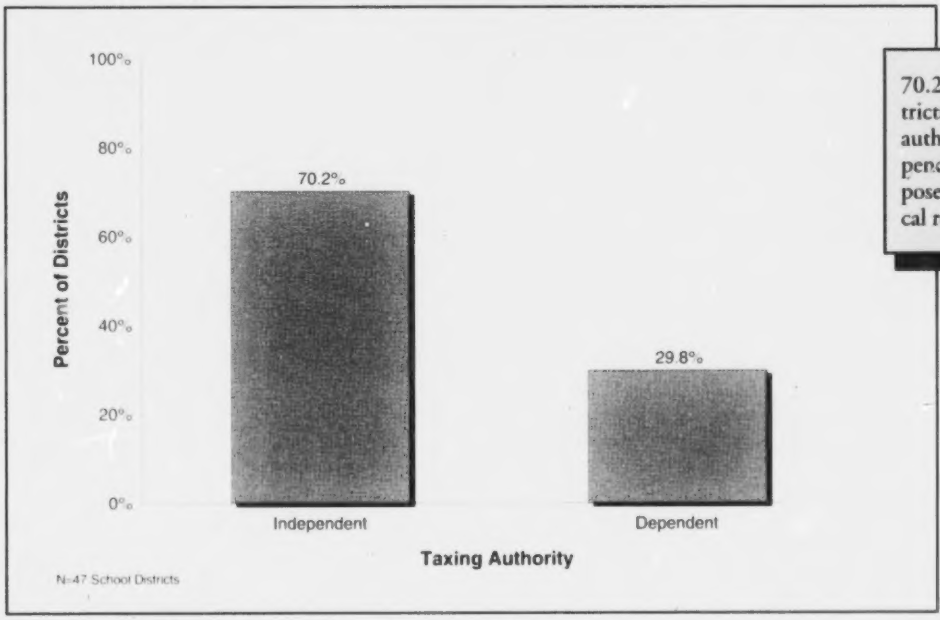
Great City School Taxing Authority

Percent of Great City School districts with authority to levy taxes in 1992-93.



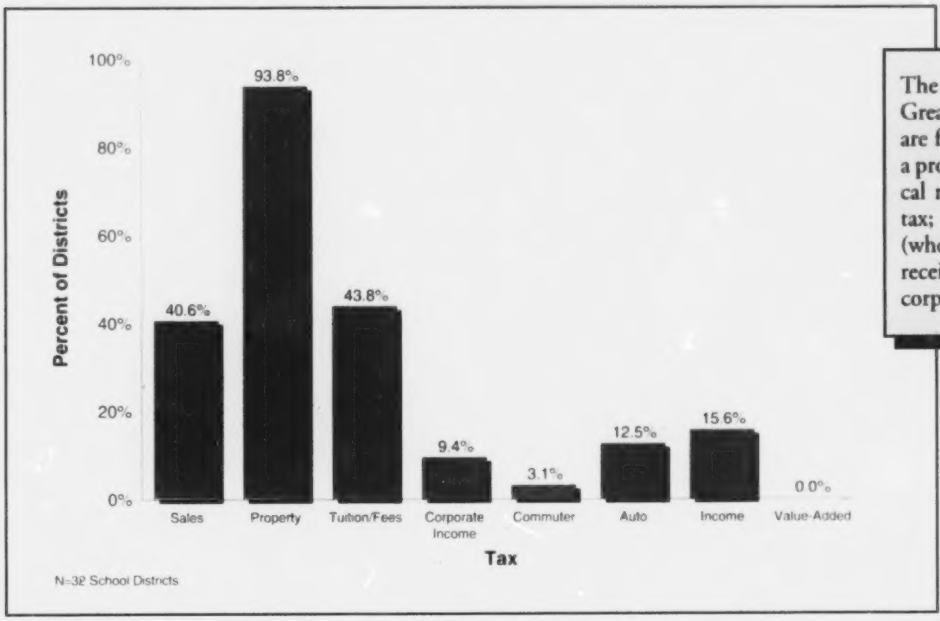
70.2% of Great City School districts had independent taxing authority while 29.8% were dependent on their general purpose unit of government for local revenue.

Figure 106

Source: Council of the Great City Schools (see footnote, page 130)

Great City School Local Tax Base

Percent of Great City School districts using specified local tax sources for revenue in 1992-93.



The majority (93.8%) of the Great City School districts which are financially independent use a property tax for generating local revenue; 40.6% use a sales tax; 43.8% use tuition or fees (where it is legal); and 9.4% receive local tax revenue from corporate income.

Figure 107

Source: Council of the Great City Schools (see footnote, page 130)

Great City School Bond Ratings

Percent of Great City School districts with specified bond ratings in 1992.

12.9% of Great City School districts which were financially independent had a general purpose municipal bond rating of Aaa, and 35.5% had a rating of Aa.

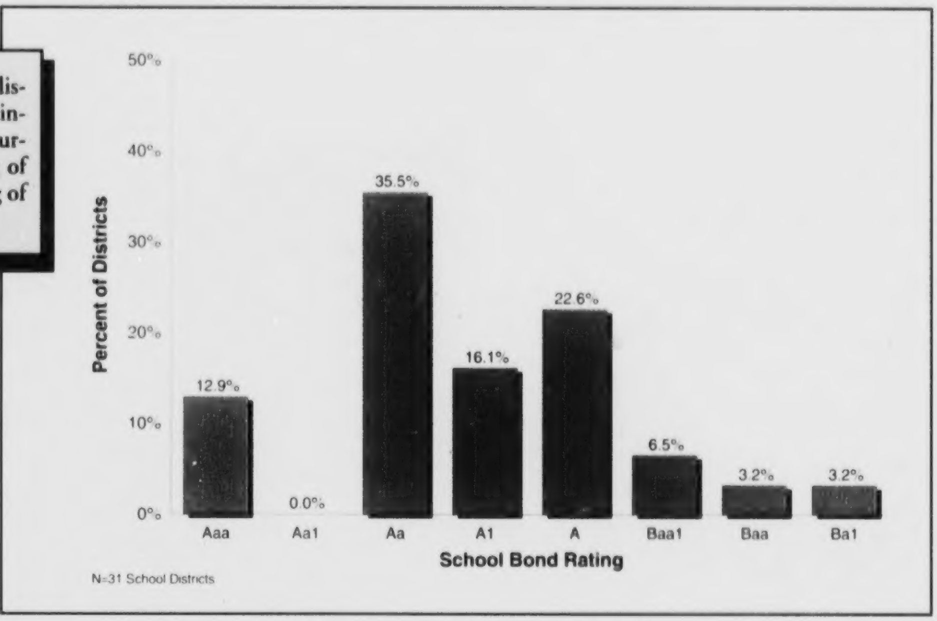


Figure 108

Source: Moody's and the Council of the Great City Schools (see footnote, page 130)

Great City School Local Revenues per Capita

Local inflation-adjusted revenues per capita for the Great City Schools in 1982 and 1992.

Locally generated revenue for Great City Schools increased from $212 per Great City resident in 1982 to $256 (adjusted in 1982 dollars) in 1992, a gain of 20.8%.

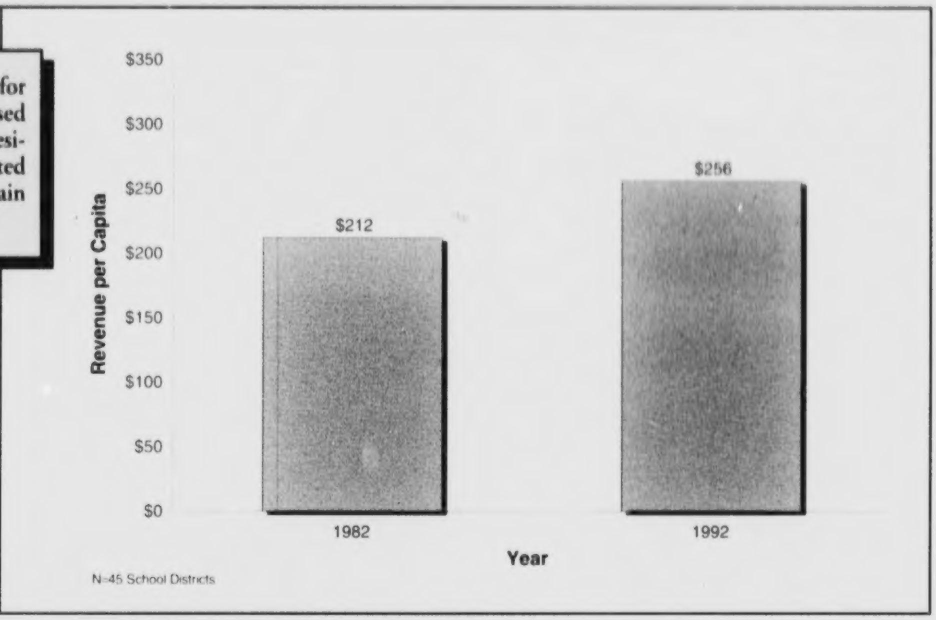
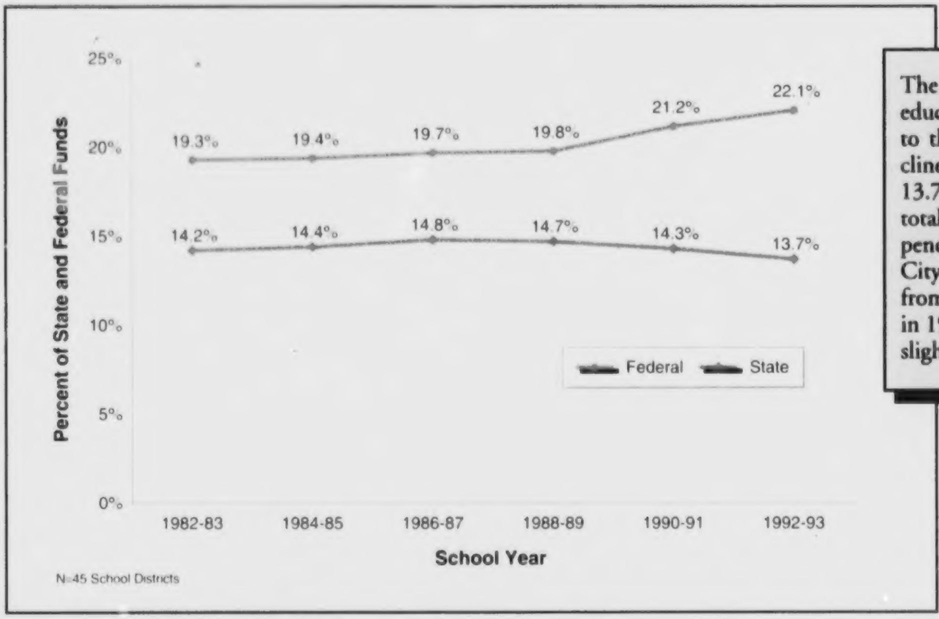


Figure 109

Source: Council of the Great City Schools (see footnote, page 130)

Great City School Share of State and Federal Elementary and Secondary Expenditures

Great City Schools' share of state and federal elementary and secondary expenditures between 1982-83 and 1992-93.



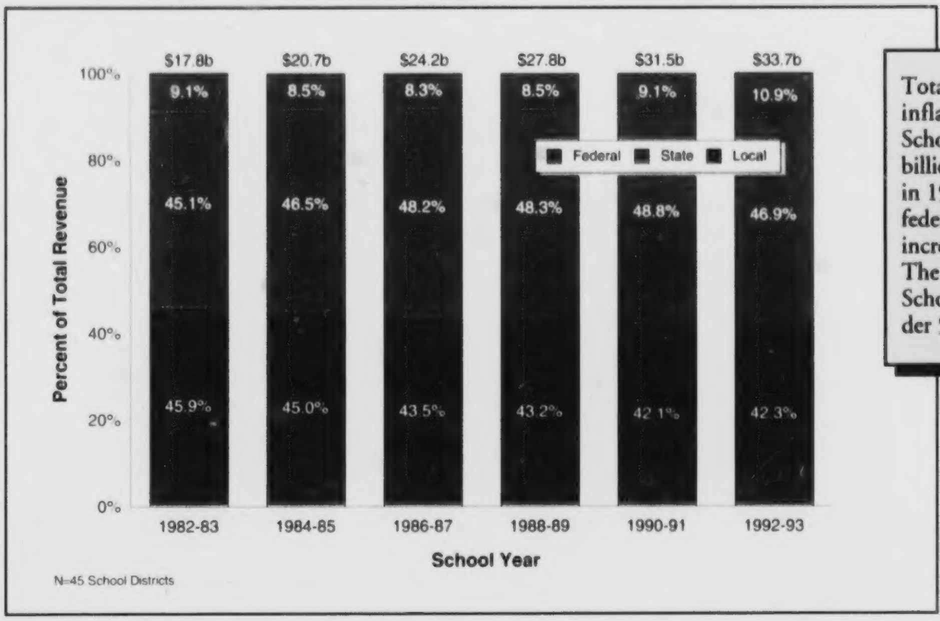
The percent of total state K-12 education expenditures devoted to the Great City Schools declined from 14.2% in 1982 to 13.7% in 1992. The percent of total federal K-12 education expenditures devoted to the Great City Schools increased slightly from 19.3% in 1982 to 22.1% in 1992. State funding became slightly less targeted on cities.

Figure 110

Source: Council of the Great City Schools (see footnote, page 130)

Total Revenues of Great City Schools by Source

Total revenues for Great City School districts by source between 1982-83 and 1992-93.



Total revenues (unadjusted for inflation) of the Great City Schools increased from $17.8 billion in 1982 to $33.7 billion in 1992, a gain of 89.3%. The federal share of total revenues increased from 9.1% to 10.9%. The state share of Great City School revenues remained under 50.0%.

Figure 111

Source: Council of the Great City Schools (see footnote, page 130)

Great City School Average Per Pupil Revenues

Average inflation-adjusted per pupil revenues in the Great City Schools between 1982-83 and 1992-93.

The inflation-adjusted average per pupil revenue in the Great City Schools rose from $3,458 in 1982-83 to $4,422 in 1992-93, an increase of 27.9%.

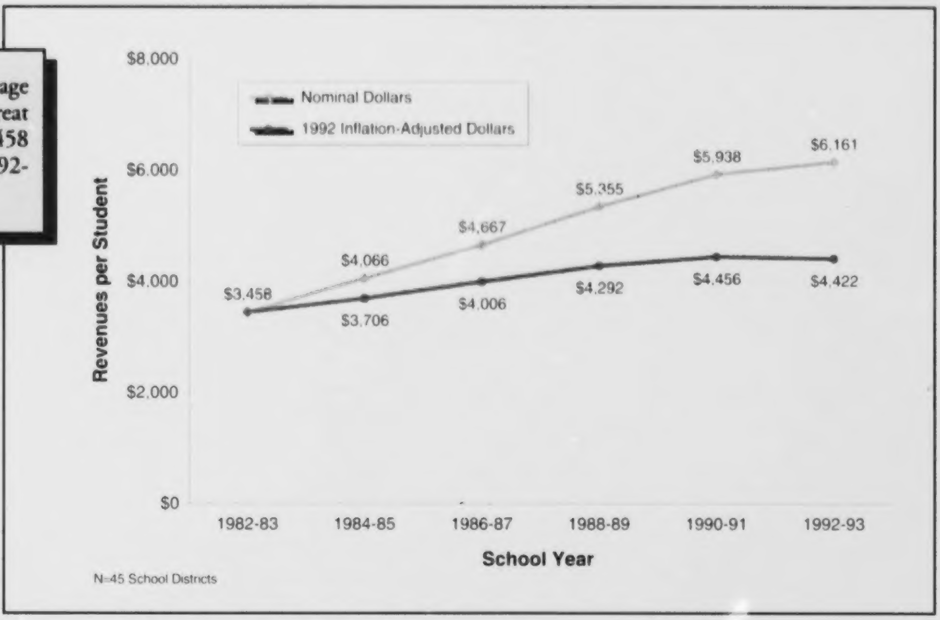


Figure 112

Source: Council of the Great City Schools (see footnote, page 130)

Average Per Pupil Revenues Adjusted for Special Needs

Average per pupil revenues adjusted for special needs populations in the Great City Schools compared to the nation in 1992-93. (Figures not adjusted for inflation.)

The average per pupil revenue in 1992-93 was $4,033 after adjusting for numbers of poor, limited-English proficient, and disabled youth compared to $4,382 for the nation.

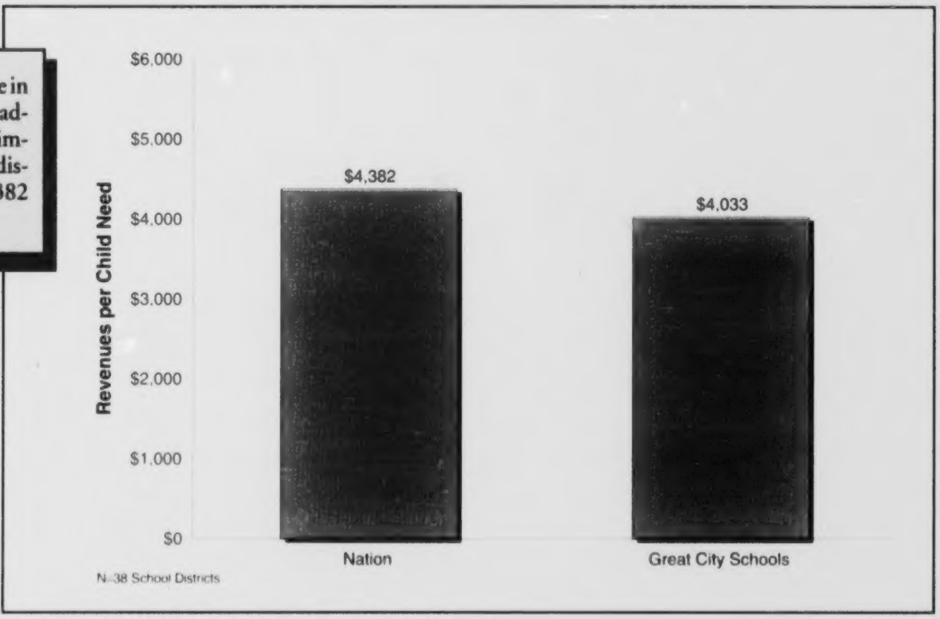


Figure 113

Source: Council of the Great City Schools (see footnote, page 130)

Table 1: Average Per Pupil Expenditures, 1992-93

Average per pupil expenditures for large urban school districts by function compared to suburban schools, rural schools, and the national average in 1992-93.

	Large Urban Schools		Suburban Schools		Rural Schools		National Average	
Expenditure	Dollar	Percent	Dollar	Percent	Dollar	Percent	Dollar	Percent
Total Instructional Services	**$3,646**	**62.5%**	**$4,083**	**60.7%**	**$3,546**	**60.3%**	**$3,671**	**61.6%**
Classroom Instructional	2,534	43.4	3,010	44.7	2,591	44.1	2,668	44.8
Special Education	637	10.9	512	7.6	424	7.2	494	8.3
Books and Materials	115	2.0	143	2.1	170	2.9	142	2.4
Auxiliary Instructional	215	3.7	268	4.0	212	3.6	229	3.8
Improvement and Development of Instruction	121	2.1	94	1.4	58	1.0	80	1.3
Other	24	0.4	56	0.8	91	1.5	58	1.0
Total School Site Administration	**$297**	**5.1%**	**$305**	**4.5%**	**$279**	**4.7%**	**$287**	**4.8%**
Total Student Services	**$411**	**7.0%**	**$441**	**6.6%**	**$528**	**9.0%**	**$414**	**6.9%**
Health and Attendance	104	1.8	106	1.6	71	1.2	85	1.4
Transportation	235	4.0	247	3.7	357	6.1	249	4.2
Food Services (net cost)	28	0.5	10	0.1	19	0.3	12	0.2
Student Extracurricular Activities (net cost)	38	0.7	66	1.0	77	1.3	59	1.0
Other	6	0.1	12	0.2	4	0.1	9	0.2
Total Board of Education	**$29**	**0.5%**	**$35**	**0.5%**	**$36**	**0.6%**	**$29**	**0.5%**
Total Superintendent and Executive Administration	**$61**	**1.0%**	**$108**	**1.6%**	**$130**	**2.2%**	**$96**	**1.6%**
Total Central and Business Services	**$157**	**2.7%**	**$175**	**2.6%**	**$107**	**1.8%**	**$137**	**2.3%**
Total Maintenance and Operations	**$483**	**8.3%**	**$520**	**7.7%**	**$398**	**6.8%**	**$434**	**7.3%**
Total Environmental, Fuel and Utilities	**$132**	**2.3%**	**$150**	**2.2%**	**$131**	**2.2%**	**$137**	**2.3%**
Total Current Expenditures	**$138**	**2.4%**	**$232**	**3.4%**	**$185**	**3.1%**	**$173**	**2.9%**
Total Capital Outlay	**$281**	**4.8%**	**$356**	**5.3%**	**$214**	**3.6%**	**$309**	**5.2%**
Total Debt Retirement	**$132**	**2.3%**	**$200**	**3.0%**	**$207**	**3.5%**	**$165**	**2.8%**
Total Interest on Debt	**$70**	**1.2%**	**$124**	**1.8%**	**$121**	**2.1%**	**$111**	**1.9%**
Total Per Pupil Expenditure	$5,837	100.0%	$6,370	100.0%	$5,881	100.0%	$5,962	100.0%

Source: Educational Research Service and the Council of the Great City Schools (see footnote, page 131). Figures may not add due to rounding.

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Goal 8: Increased Parental Involvement

By the year 2000, all parents and guardians of urban school children will be involved in the education of their children, and urban schools will have programs to encourage and reinforce that activity.

Objectives:

- To provide adequate and meaningful mechanisms and opportunities for parent and guardian participation in urban school governance.
- To ensure that all urban schools provide programs in parenting skills.
- To ensure that all urban schools serve as community centers in collaboration with local community organizations.

Increased Parental Involvement

Parents play a crucial role in the educational process. The goal of the Great City Schools is for parents and urban school districts to work collaboratively, with the common charge of educating children in urban America. School district programs or strategies for parental/guardian involvement must be adequate and meaningful, allowing full participation in school governance. It is further the belief of the Great City Schools that the partnership with parents must be reciprocal, in that school districts will provide parents and/or guardians with tools to allow them to become more effective advocates for their children. The Great City Schools continued to forge ahead in developing relationships with parents and/or guardians and the wider communities. While urban school districts cannot address the spectrum of social factors that influence family structure, they do have a long history of promoting strong parental involvement.

Many parents, guardians, and others volunteered in their local schools. Our data indicate that 64.3% of the Great City School districts reported that on average, parents and others volunteered less than 5 hours per student per school year; 7.1% of Great City School districts indicated that parents and others volunteered between 5 and 10 hours per student per year; and 28.6% of school districts indicated that on average parent and others volunteered more than 10 hours per student per year.

Many urban school systems also provided outreach programs that assist parents with their parenting skills. In 1992-93, 43.9% of Great City School districts had parenting programs for adults in 1% to 25% of their schools. Great City School districts also provided parenting programs for teen parents. In 1992-93, more than half (52.4%) of Great City School districts had some type of parenting program for teens in 1% to 25% of their schools, 19.0% had these programs in 76% to 100% of their schools, and 16.7% had these programs in 25% to 50% of their schools.

Great City School districts also provided programs that assist working parents. Thirty-eight percent of Great City School districts provided latchkey programs in 26% to 50% of their schools, and 30.0% had latchkey programs in 1% to 25% of the schools.

To help parents participate more fully in their children's education, many Great City Schools provided adult education, literacy training, and ESL programming for parents and guardians. Currently, 66.7% of Great City School districts provided some type of adult literacy program in 1% to 25% of their schools, 14.3% provided adult education and literacy programs in 26% to 50% of their schools and 14.3% provided these programs in at least 76% of the schools.

Site-based management programs were provided by 39.5% of the Great City School districts in 76% to 100% of their schools, 20.9% provided these programs in 1% to 25% of their schools, 18.6% had these programs in 26% to 50% of their schools, 16.3% of Great City School districts had these programs in 51% to 75% of their schools, and 4.7% did not have site-based management programs in any of their schools.

In 1992-93, 59.1% of Great City School districts had some type of assistance program for homeless children in 1% to 25% of their schools, 22.7% in 76% to 100% of their schools, and 6.8% had programs in 51% to 75% of their schools.

Goal 8: Increased Parental Involvement

How Are We Doing: At-a-Glance

- Almost two-thirds (64.3%) of GCS districts reported that parents and/or others volunteered up to 5 hours per student per school year on average in 1992-93; 7.1% indicated that parents and/or others volunteered between 5 and 10 hours on average per student per year; and 28.6% reported that parents and others volunteered more than 10 hours per student per year on average.
- In 1992-93, 43.9% of GCS districts had parenting programs for adults in 1% to 25% of their schools, 14.6% of GCS districts had these programs in 51% to 75% of their schools , another 14.6% had these programs in at least 76% of their schools, 9.8% had parenting programs for adults in 26% to 50% of their schools, and 17.1% did not have these programs in any of their schools.
- More than half (52.4%) of GCS districts indicated that they had parenting programs for teens in 1% to 25% of their schools and 19.0% had these programs in at least 76% of their schools.
- In 1992-93, 37.5% of GCS districts provided latchkey programs in 26% to 50% of their schools, 30.0% of GCS districts had programs in 1% to 25% of their schools, and 27.5% had these programs in at least 51% of their schools.
- Two-thirds (66.7%) of GCS districts had adult literacy programs of some sort in 1% to 25% of their schools.
- About 40.0% of GCS districts had site-based management in at least 76% of their schools.
- 59.1% of GCS districts provided assistance programs for homeless children in 1% to 25% of their schools and 22.7% of GCS districts provided these programs in at least 76% of their schools.

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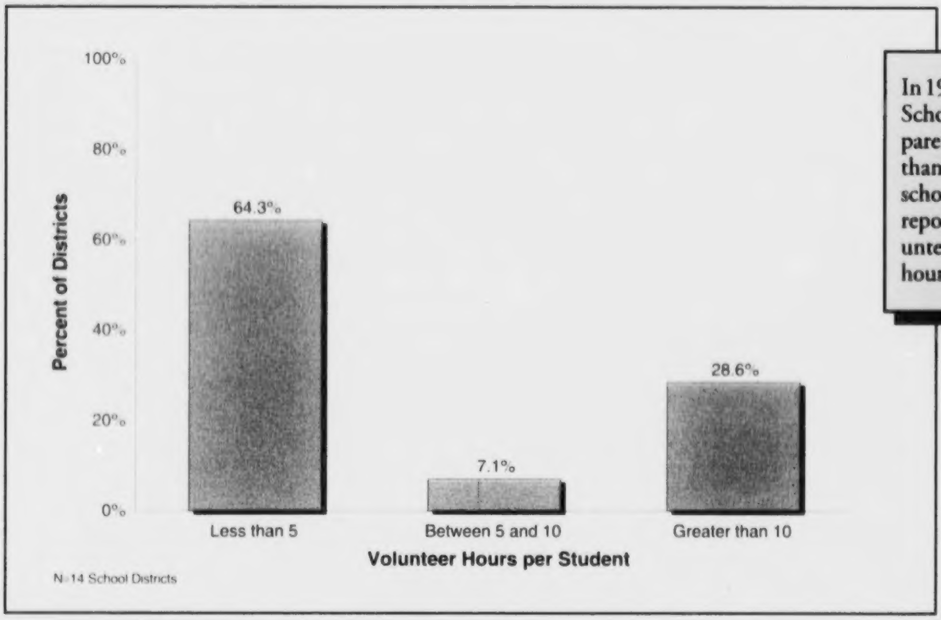
Volunteer Hours

Average number of hours that parents/others volunteered per school year in Great City School Districts in 1992-93.



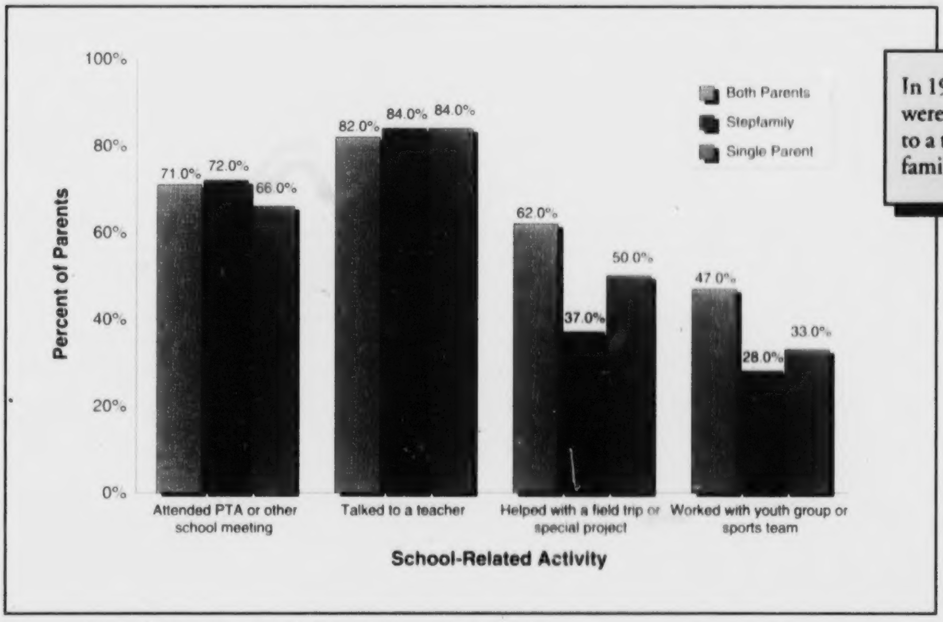
In 1992-93, 64.3% of Great City School districts reported that parents/others volunteered less than 5 hours per student per school year on average; 28.6% reported that parents/others volunteered at least 10 or more hours per student per school year.

Figure 114

Source: Council of the Great City Schools (see footnote, page 131)

Parental Involvement

Percent of parents of children aged 6-17 who took part in school-related activities by family type in 1992.



In 1992, single parents (84.0%) were just as likely to have talked to a teacher as intact two parent families (82.0%).

Figure 115

Source: National Commission on Children (see footnote, page 131)

Parenting Programs for Adults

Percent of Great City School districts with parenting programs for adults in specified intervals of their schools in 1992-93.

43.9% of Great City School districts had parenting programs for adults in 1%-25% of their schools.

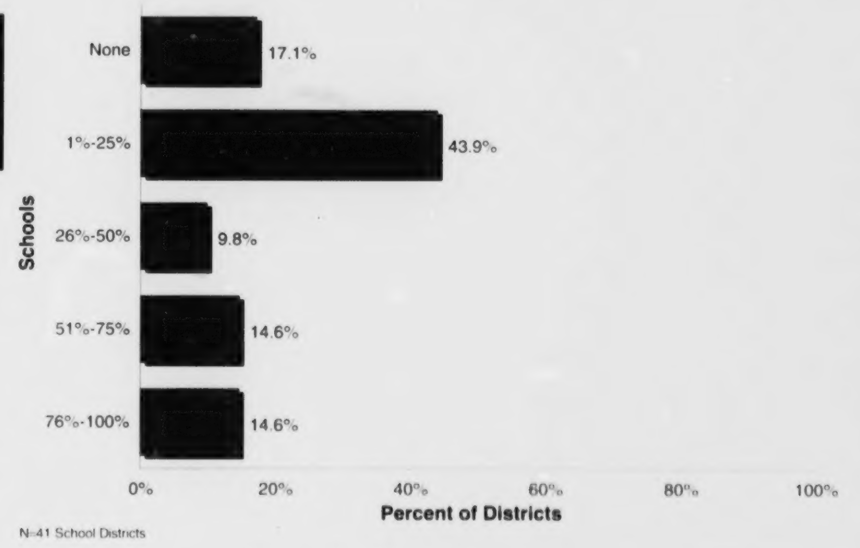


Figure 116

Source: Council of the Great City Schools (see footnote, page 131)

Parenting Programs for Teens

Percent of Great City School districts with parenting programs for teens in specified intervals of their schools in 1992-93.

52.4% of Great City School districts had parenting programs for teens in 1%-25% of their schools.

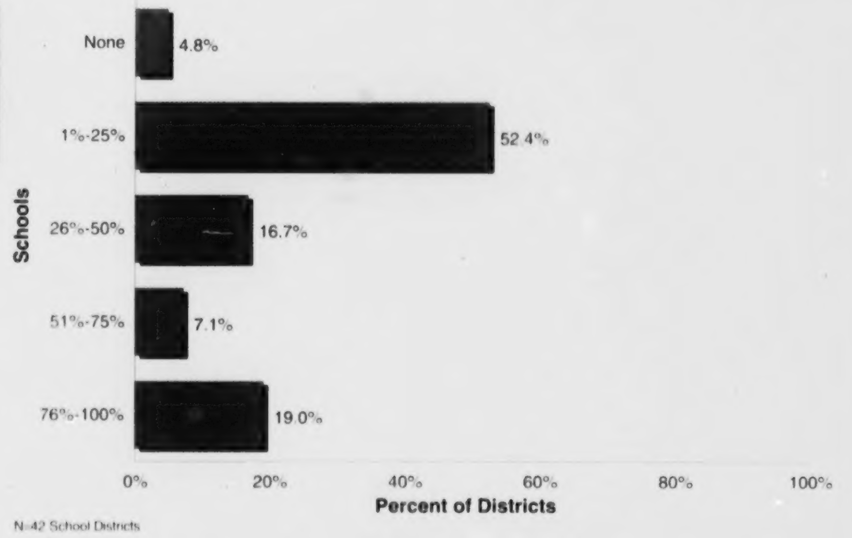
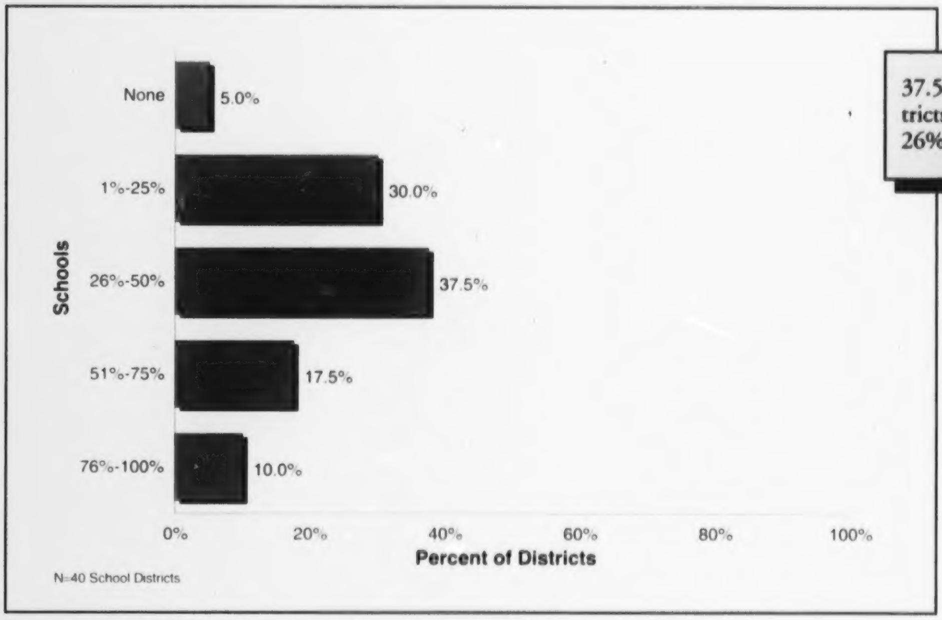


Figure 117

Source: Council of the Great City Schools (see footnote, page 131)

Latchkey Programs

Percent of Great City School districts with latchkey programs in specified intervals of their schools in 1992-93.



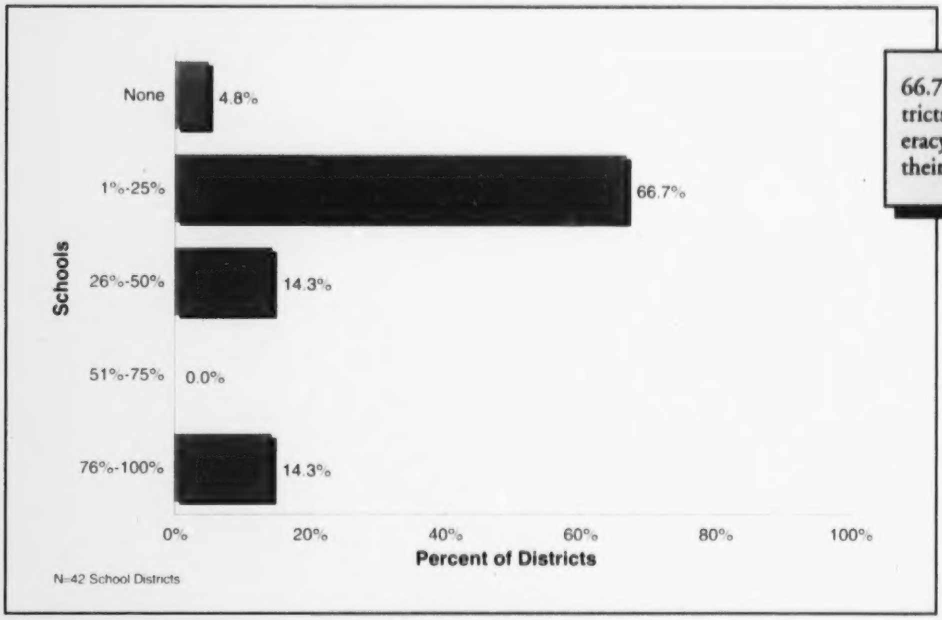
37.5% of Great City School districts had latchkey programs in 26%-50% of their schools.

Figure 118

Source: Council of the Great City Schools (see footnote, page 131)

Adult Education or Literacy Programs

Percent of Great City School districts with adult education or literacy programs in specified intervals of their schools in 1992-93.



66.7% of Great City School districts had adult education or literacy programs in 1%-25% of their schools.

Figure 119

Source: Council of the Great City Schools (see footnote, page 131)

Site-Based Management Programs

Percent of Great City School districts with site-based management programs in specified intervals of their schools in 1992-93.

39.5% of Great City School districts had some form of site-based management program in 76%-100% of their schools.

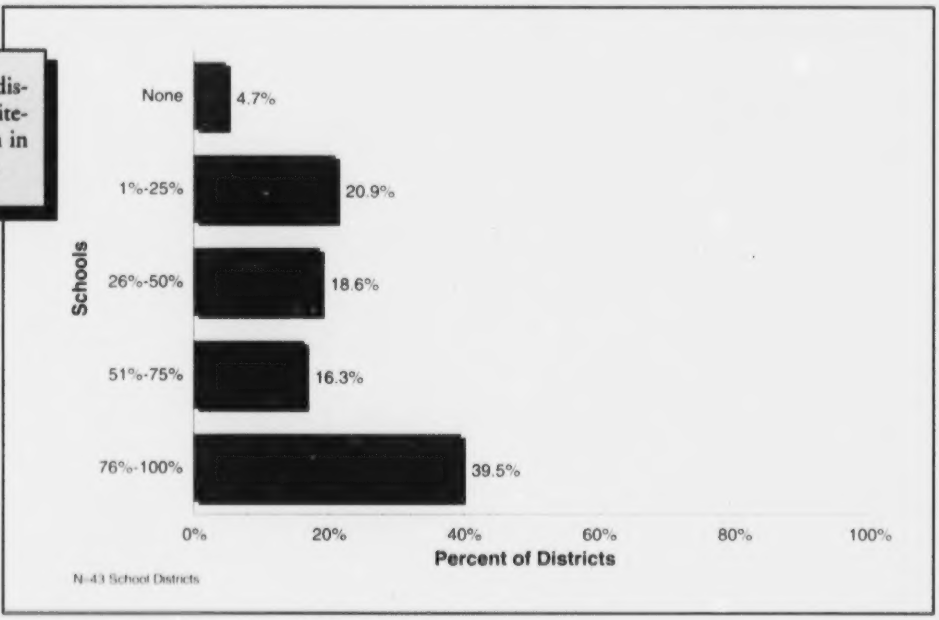


Figure 120

Source: Council of the Great City Schools (see footnote, page 131)

Assistance Programs for Homeless Children

Percent of Great City School districts with programs for homeless children in specified intervals of their schools in 1992-93.

59.1% of Great City School districts provided some form of assistance program for homeless children in 1%-25% of their schools.

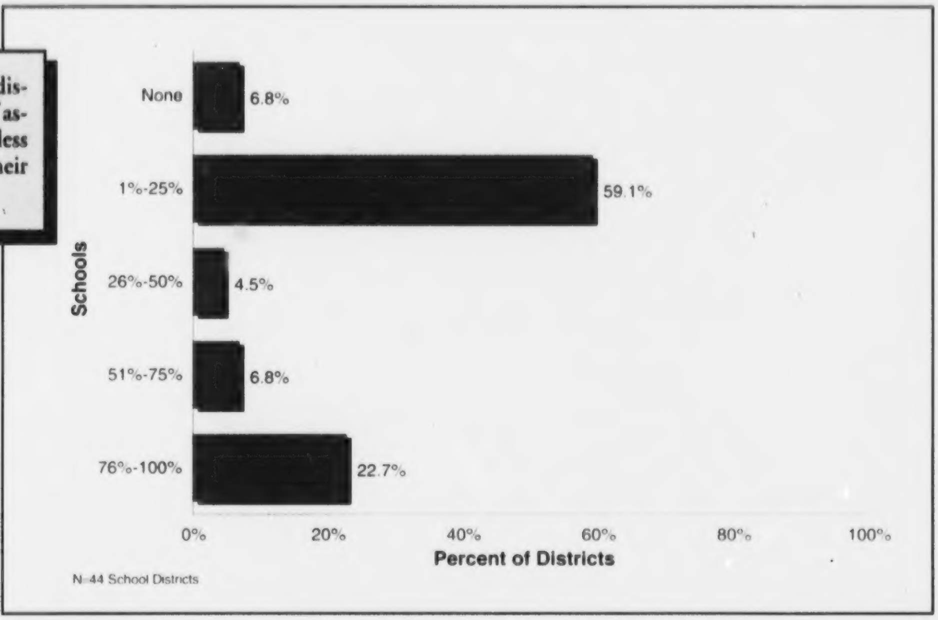
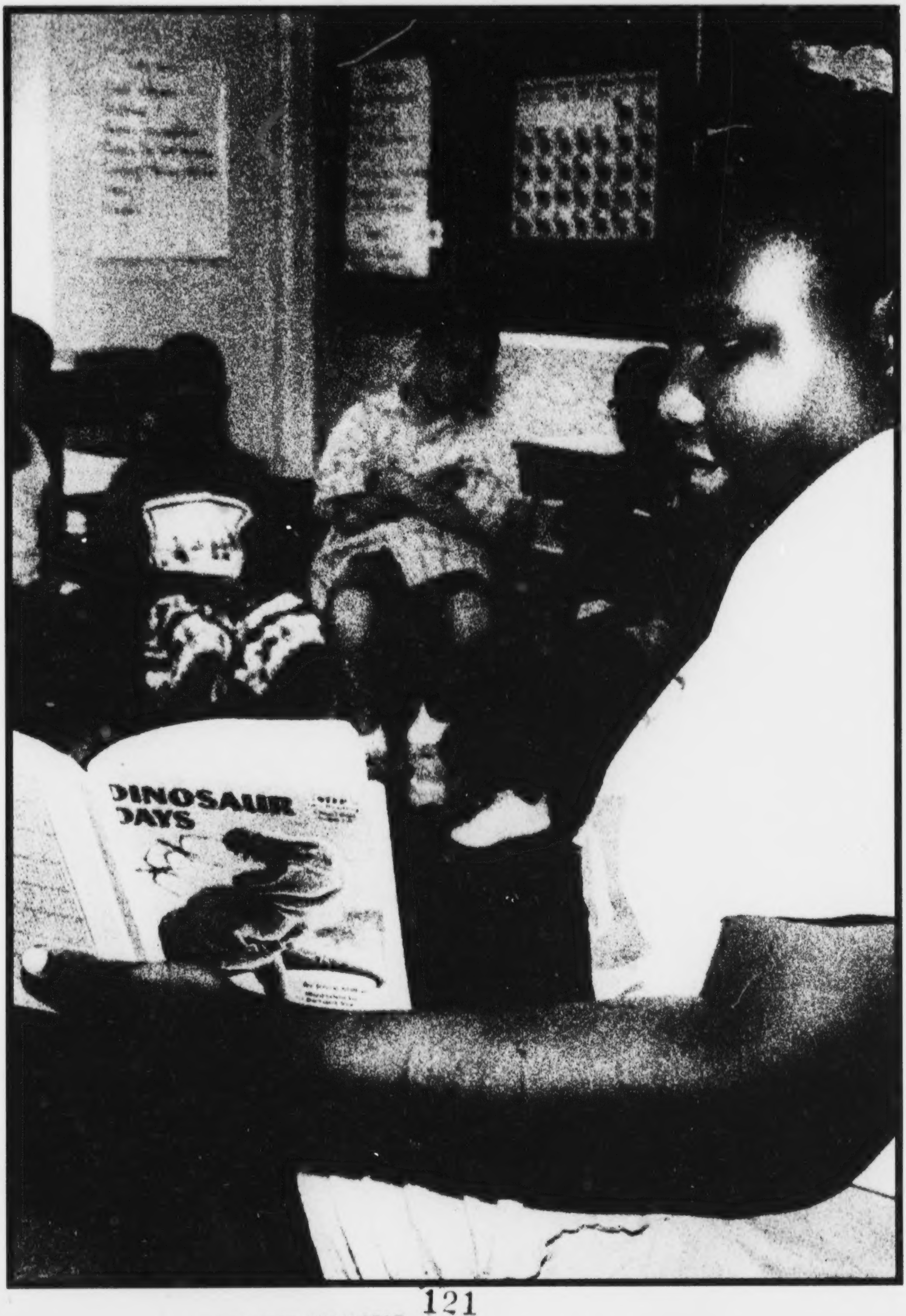


Figure 121

Source: Council of the Great City Schools (see footnote, page 132)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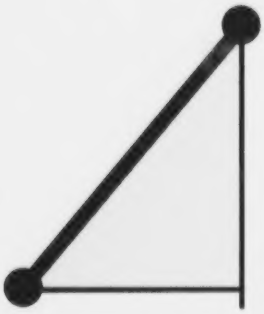
Chapter III:

Urban School System Characteristics



1990 1992
1991 1993

Chapter III: Urban School System Characteristics

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Urban School System Characteristics

Boards of Education assume a critical role in the operation of urban school systems. The vast majority of urban School Boards, 39 out of 47 districts, were elected. The community at large elected Board members in 14 districts, while members in 18 of the Great City Schools were elected by district or ward. Seven Great City Schools elected their members through a combination of at-large and district electoral systems. In 8 districts, the Mayor or City Council appointed the Board. Great City Schools' Boards of Education typically consisted of 7 (28 districts) or 9 members (12 districts) with members in 45 districts serving staggered rather than concurrent terms.

As in 1990-91, the average length of tenure for Great City School superintendents remained relatively short. On the median, a Great City School superintendent has been serving for 3 years, with 29 (62%) having been hired since 1992. In addition, Great City School superintendents continued to increasingly reflect the changing demographics of their urban communities, as African-Americans and Hispanics accounted for 64% of Great City School superintendents. African-Americans, alone, comprised nearly half of all superintendents. The number of female superintendents, while still not yet representative of the gender composition in the Great City Schools, increased from 7 in 1990-91 to 8 in 1992-93.

Almost all of the 308,814 teachers in the Great City Schools belonged to either AFT (19 districts) or NEA (19 districts) affiliated bargaining units, except that teachers' unions in 8 districts were either independent or affiliated with both NEA and AFT. Great City School teachers averaged 187 days on duty and received an average salary of $39,319 for the school year 1992-93.

A total of 7,637 schools were used for instruction in 47 districts. The Great City Schools consisted of a wide range of grade configurations for elementary, middle, and high schools. Districts most typically organized their schools into Kindergarten to 6, 7 to 8, and 9 to 12 grade level configurations.

Urban School System Characteristics

How Are We Doing: At-a-Glance

- Most GCS Boards of Education consisted of 7 members.
- The GCS district with the largest number of Board of Education members was Chicago with 15 members.
- The GCS districts with the smallest number of Board of Education members were Birmingham, Long Beach, San Diego, Toledo, and Tucson with 5 members each.
- 14 GCS districts elected their Board of Education members as at-large candidates.
- 18 GCS districts elected their Board of Education members by district or ward.
- 7 GCS districts elected their Board of Education members through some combination of an at-large system and a district or ward system.
- The mayor or city council in 8 Great Cities appointed the Board of Education members.
- GCS superintendents have been serving a median of 3 years, with 29 superintendents having been hired since 1992.
- 8 GCS superintendents are female.
- 63.8% of the GCS superintendents are either African-American or Hispanic.
- The average GCS district had their teachers on duty for 187 days.
- 19 GCS teacher bargaining units were affiliated solely with AFT.
- 19 GCS teacher bargaining units were affiliated solely with NEA.
- The average salary for GCS teachers was $39,319.
- There were a total of 308,814 teachers in 47 GCS districts.
- GCS districts typically organized their grade level configurations into grades K-6, 7-8, and 9-12.
- There were a total of 7,637 schools in 47 GCS districts.

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Table 2: School Board Characteristics, 1992-93

District	Number of Members	Terms of Office (in years)	Overlap in Terms	How Chosen	
Atlanta	9	4	Concurrent	Elected	at large and by district
Baltimore	9	6	Staggered	Appointed	by Mayor
Birmingham	5	5	Staggered	Appointed	by City Council
Boston	7	4	Staggered	Appointed	by Mayor
Broward County	7	4	Staggered	Elected	at large
Buffalo	9	5	Staggered	Elected	by district
Chicago	15	4	Staggered	Appointed	by Mayor
Cleveland	7	4	Staggered	Elected	at large
Columbus	7	4	Staggered	Elected	at large
Dade County	7	4	Staggered	Elected	at large and by district*
Dallas	9	3	Staggered	Elected	by district
Dayton	7	3	Staggered	Elected	by district
Denver	7	6	Staggered	Elected	at large
Detroit	11	4	Staggered	Elected	at large and by district
Duval County	7	4	Staggered	Elected	by district
El Paso	7	4	Staggered	Elected	by district
Fresno	7	4	Staggered	Elected	at large
Houston	9	4	Staggered	Elected	by district*
Indianapolis	7	4	Staggered	Elected	at large and by district
Long Beach	5	4	Staggered	Elected	by district
Los Angeles	7	4	Staggered	Elected	by district
Louisville	7	4	Staggered	Elected	by district
Memphis	9	4	Concurrent	Elected	at large
Milwaukee	9	4	Staggered	Elected	at large and by district
Minneapolis	7	4	Staggered	Elected	at large
Nashville	9	6	Staggered	Elected	by district
New Orleans	7	4	Concurrent	Elected	by district
New York City	7	4	Concurrent	Appointed	by Mayor and Borough President
Newark	9	3	Staggered	Elected	at large
Norfolk	7	2	Staggered	Appointed	by City Council
Oakland	7	4	Staggered	Elected	by district
Oklahoma City	7	4	Staggered	Elected	by district
Omaha	12	4	Staggered	Elected	by district
Philadelphia	9	6	Staggered	Appointed	by Mayor
Phoenix	7	4	Staggered	Elected	by district
Pittsburgh	9	4	Staggered	Elected	by district
Portland	7	4	Staggered	Elected	at large and by district
Providence	9	3	Staggered	Appointed	by Mayor
Rochester	7	4	Staggered	Elected	at large
St. Louis	12	6	Staggered	Elected	at large
St. Paul	7	4	Staggered	Elected	at large
San Diego	5	4	Staggered	Elected	at large
San Francisco	7	4	Staggered	Elected	at large
Seattle	7	4	Staggered	Elected	at large and nominated by district
Toledo	5	4	Staggered	Elected	at large
Tucson	5	4	Staggered	Elected	by district
Washington, D.C.	11	4	Staggered	Elected	by district
Most Common	7	4	Staggered	Elected	

*5 of 7 must reside in a particular geographic district

Source: Council of the Great City Schools (see footnote, page 132)

Table 3: Current Superintendent Characteristics

District	Year Hired	Sex	Race/Ethnicity
Atlanta	1994	Male	African-American
Baltimore	1991	Male	African-American
Birmingham	1988	Male	African-American
Boston	1991	Female	African-American
Broward County	1990	Male	White
Buffalo	1989	Male	African-American
Chicago	1993	Female	African-American
Cleveland	1992	Female	African-American
Columbus	1993	Male	African-American
Dade County	1990	Male	Hispanic
Dallas	1993	Male	White
Dayton	1991	Male	African-American
Denver	1994	Male	White
Detroit	1993	Male	African-American
Duval County	1993	Male	White
El Paso	1991	Male	Hispanic
Fresno	1992	Male	White
Houston	1994	Male	African-American
Indianapolis	1994*	Male	White
Long Beach	1992	Male	African-American
Los Angeles	1992	Male	African-American
Louisville	1993	Male	White
Memphis	1992	Female	African-American
Milwaukee	1991	Male	African-American
Minneapolis	1993	Male	White
Nashville	1992	Male	White
New Orleans	1993	Male	African-American
New York City	1993	Male	Hispanic
Newark	1984	Male	African-American
Norfolk	1993	Male	White
Oakland	1990	Male	Hispanic
Oklahoma City	1992	Female	African-American
Omaha	1984	Male	White
Philadelphia	1994	Male	White
Phoenix	1994*	Male	Hispanic
Pittsburgh	1992	Female	White
Portland	1992	Male	White
Providence	1992	Male	White
Rochester	1994*	Female	African-American
St.Louis	1990	Male	White
St.Paul	1991	Male	African-American
San Diego	1993	Female	African-American
San Francisco	1992	Male	Hispanic
Seattle	1986	Male	White
Toledo	1990	Male	African-American
Tucson	1991	Male	Hispanic
Washington, D.C.	1991	Male	African-American
Average/Total	1992	Male: 39	African-American: 23
		Female: 8	White: 17
			Hispanic: 7

*Interim superintendent

Source: Council of the Great City Schools (see footnote, page 132)

Table 4: Teacher Characteristics, 1992-93

District	Days on Duty	Bargaining Unit	Average Salary	Number of Teachers
Atlanta	190	NEA	$38,665	3,708
Baltimore	186	AFT	$36,147	6,214
Birmingham	182	NEA	$27,529	2,490
Boston	183	AFT	$43,600	4,439
Broward County	190	BTU	$36,368[†]	10,281
Buffalo	185	NEA	$34,944[†]	3,527
Chicago	185	AFT	$38,409[†]	23,510
Cleveland	195	AFT	$37,500	4,179
Columbus	195	NEA	$33,848[†]	4,765
Dade County	190	AFT	$36,853	15,540
Dallas	185	NA	$30,900	8,615
Dayton	185	NEA	$33,739[†]	1,784
Denver	183	NEA	$32,923	3,685
Detroit	195	AFT	$38,132	11,601
Duval County	196	AFT	$29,209	5,801
El Paso	184	NA	$29,205	4,058
Fresno	183	NEA	$37,876	3,328
Houston	180	None	$31,994	10,921
Indianapolis	190	NEA	$34,277[†]	2,932
Long Beach	182	NEA	$38,016[†]	3,014
Los Angeles	182	UTLA	$44,351[†]	24,915
Louisville	185	JCTA	$34,752	5,647
Memphis	200	NEA	$28,570[†]	5,651
Milwaukee	187	Independent	$35,273[†]	6,147
Minneapolis	184	AFT	$39,000[†]	2,422
Nashville	185	NEA	$32,436	4,352
New Orleans	179	AFT	$31,150	4,651
New York City	185	UFT	$41,425	57,222
Newark	182	NTU	$41,224	3,993
Norfolk	190	NEA	$32,170[†]	2,568
Oakland	183	NEA	$40,000[†]	2,093
Oklahoma City	181	AFT	$24,895	2,472
Omaha	186	NEA	$31,305	2,870
Philadelphia	190	AFT	$38,579[†]	11,176
Phoenix	182	NEA	$37,325[†]	1,430
Pittsburgh	192	AFT	$48,000	2,806
Portland	190	NEA	$32,581[†]	3,107
Providence	181	AFT	$34,700	1,450
Rochester	190	AFT	$45,953	2,420
St. Louis	185	AFT	$29,567	3,048
St. Paul	182	AFT	$39,577	2,594
San Diego	184	NEA/SDTA	$40,967	5,324
San Francisco	181	AFT/NEA	$39,835[†]	3,610
Seattle	182	NEA	$34,744[†]	2,423
Toledo	182	AFT	$35,456	2,482
Tucson	202	NEA	$32,265[†]	2,901
Washington, D.C.	192	AFT	$38,825[†]	6,064
Most Common	187	AFT	$39,319[*]	308,814

[*] Represents adjustment for number of teachers within each district, not an average of the averages.

[†] Figures are for the 1990-91 school year

Source: Educational Research Service and the Council of the Great City Schools (see footnote, page 132)

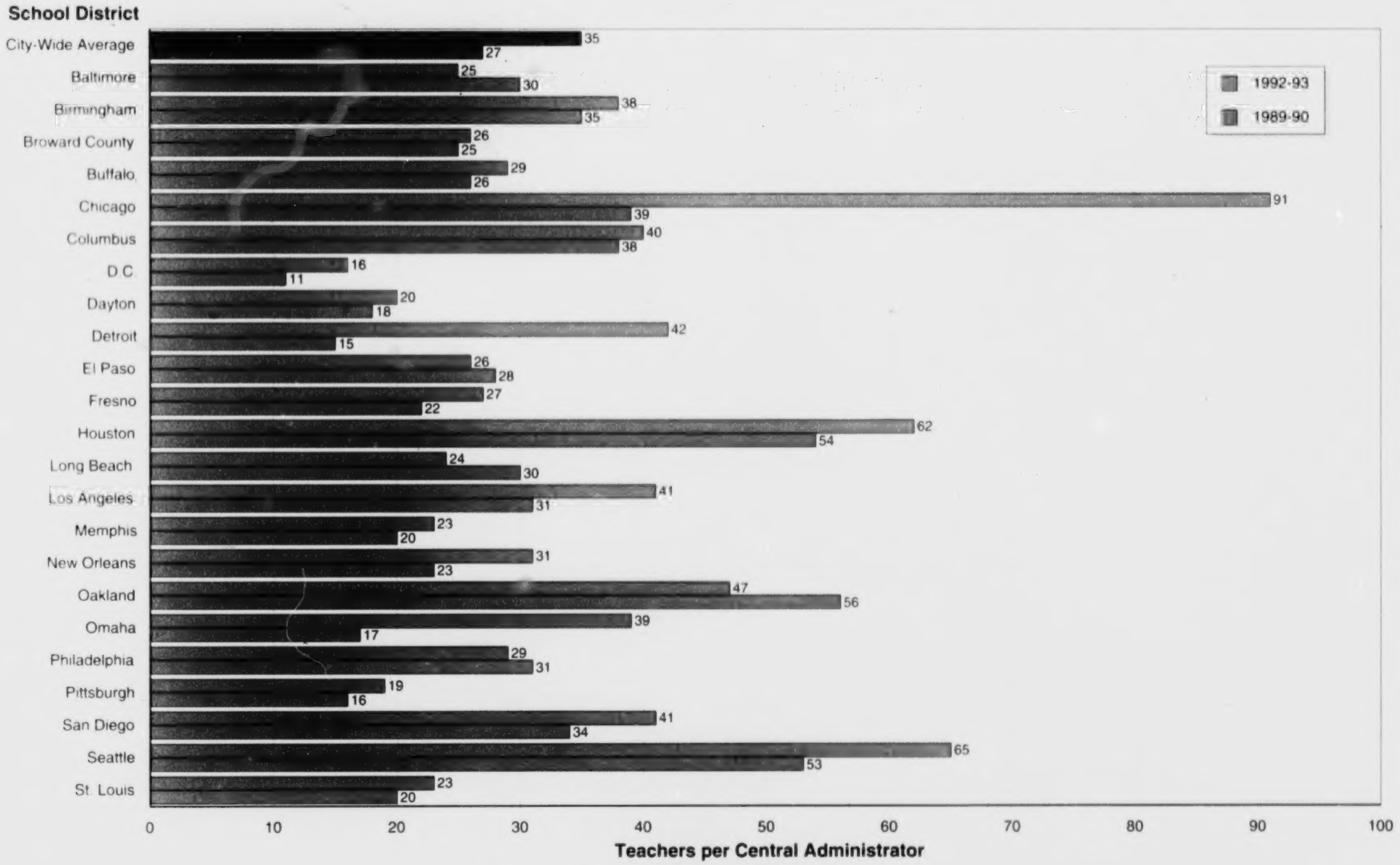
Table 5: Grade Level Organization, 1992-93

District	Elementary	Junior/Middle	High School	Total # of Schools
Atlanta	K-5, K-7	6-8	8-12, 9-12	109
Baltimore	PK, K-5	6-8	9-12	178
Birmingham	K-6	7-8	9-12	85
Boston	K-5, K-8	6-8	7-12, 9-12	117
Broward County	PK-5	6-8	9-12	185
Buffalo	K-8	NA	9-12	111
Chicago	K-5, K-6	6-8, 7-8	9-12	550
Cleveland	K, K-6, 4-6	7-8	9-12	127
Columbus	K-5	6-8	9-12	141
Dade County	PK-5, PK-6, K-5, K-6, Other	6-8, 6-9, 7-8, 7-9	9-12, 10-12	279
Dallas	PK-6	7-8	9-12	197
Dayton	K-6	7-8	9-12	50
Denver	K, K-2, K-5, 3-5	6-8	9-12	109
Detroit	K-5	6-8	9-12	256
Duval County	K-5	6-8	9-12	151
El Paso	PK-5	6-8	9-12	88
Fresno	K-6, K-8	7-8	9-12	90
Houston	PK-5, PK-6, K-5, K-6	6-8	9-12	244
Indianapolis	K-6	7-8	9-12	92
Long Beach	K-5	6-8	9-12	83
Los Angeles	K-6	7-9	10-12	755
Louisville	K-6	7-8	9-12	153
Memphis	K-6	7-9	10-12	162
Milwaukee	K-5, K-6	6-8	9-12	154
Minneapolis	K-2, K-3, K-6, 4-6	K-8, 6-8	9-12	72
Nashville	PK, K, K-2, K-3, K-4, K-6, 3-6	5-8, 7-8, 7-9	9-12	121
New Orleans	K-6, K-5	6-8, 7-9	9-12, 10-12	122
New York City	PK, K-5, K-6	6-8, 7-9	9-12	1,062
Newark	K-6	7-8	9-12	83
Norfolk	K-5	6-8	9-12	59
Oakland	K-3, K-4, K-5, K-6, K-7, K-8, 4-7	5-8, 6-8, 6-9, 7-8	9-12, 10-12	89
Oklahoma City	K-4	6-8	9-12	82
Omaha	K-6	7-8, 7-9	9-12	77
Philadelphia	K-5, K-6, K-8	5-8, 7-9	9-12, 10-12	256
Phoenix	NA	NA	9-12	15
Pittsburgh	K-5, K-8	6-8	9-12	86
Portland	PK, K-5	6-8	9-12	91
Providence	K-5	6-8	9-12	34
Rochester	K-5, K-6	6-8	9-12	53
St. Louis	K-5	6-8	9-12	105
St. Paul	K,K-3,K-4,K-5,K-6,K-8,1-8,4-6,4-8	6-8, 7-8	9-12	65
San Diego	K-5, K-6	6-8, 7-8, 7-9	9-12, 10-12	154
San Francisco	K-5	6-8	9-12	122
Seattle	K, K-3, K-6, 3-6, 4-6	6-8, 7-8	9-12, 10-12	97
Toledo	K-6	7-8	9-12	59
Tucson	K-5	6-8	9-12	102
Washington, D.C.	K-4, K-6, K-8	5-8, 7-9	9-12, 10-12	165
Most Common	K-6	7-8	9-12	7,637

Source: Council of the Great City Schools (see footnote, page 132)

Figure 122: Great City School Teachers per Central Administrator, 1989-90 and 1992-93

Total number of teachers per central administrator in the Great City Schools in 1989-90 and 1992-93.



N=23 School Districts

Source: Educational Research Service (see footnote, page 132).

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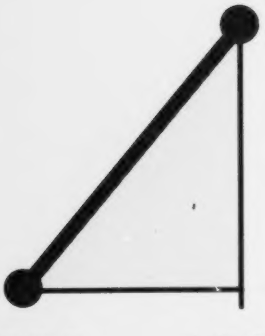
Chapter IV:

Data Limitations and Future Indicators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Data Limitations and Future Indicators

In this second Urban Indicators report we have been able to present some trend data, which allows us to monitor how urban school districts are doing in meeting the National Urban Education Goals. Data are presented on urban poverty, school readiness, reading and math achievement by race, sex and grade span, annual dropout rates, graduation plans, finance and others. Most data, as with the first report, were from original sources. Because of their urban origins, we believe these data to be more accurate, more directly connected to the goals, and more relevant than others published on urban schools.

While the Council of the Great City Schools was pleased with the data and cooperation of its members, a good deal more is needed. Technical limitations in assessment, a very small project budget and staff, our inability to survey students or access other local urban agencies, and the burden of collecting more district data kept the report from being as comprehensive and comparable as will be needed in the future.

A number of comments are warranted before discussing data limitations and future indicators. First, every effort was made to continue to align our indicators with those used by the National Education Goals Panel. We continue to receive encouragement from them. Most of the data available to the Panel, however, were unavailable on a city basis, or if available the sample on cities was too small, greatly limiting our ability to compare the Great City Schools accurately to the nation.

Second, every effort was made to make the data as comparable as possible. This was done through refinements in the survey and in the presentation of results. Problems came, as expected, in the areas of dropout rates and achievement data, each of which is discussed below and in the individual footnotes. In general, we attempted to mute the problem of aggregating disparate dropout data by presenting rates in intervals, and the achievement data by disaggregating results by grade span, race and sex. We were still left with dropout and achievement data which were non-comparable across the individual city-by-city profiles. We hope our preliminary attempts here and those in the future will push the technology toward greater comparability. In the future we will be working to disaggregate all urban data by income level, an important factor in high-poverty cities.

Third, the development of indicators, collection of data, and review and verification of results were given much attention. As described in the Introduction, the development and continued refinement of the original indicators and this second report constituted an interactive process taking many months, with the repeated involvement of superintendents, school board members, directors of research and evaluation, and others. This was done to ensure accuracy, build political support, and maximize the return rate of surveys.

We hope that as a result of this and future Council indicators reports, further cooperation with the National Education Goals Panel, future standardization of urban data and the collection of more urban data by national organizations, we will produce more comprehensive and accurate assessments.

Fourth, most data in this report were of two types: data on the percent of students or data on the percent of districts. The more common is the latter, which ultimately presented problems with the sample size in the analysis. While 47 Council members presented data for this report, not all districts responded to every question. Moreover, some data had to be eliminated when the analysis required that numerators and denominators be based on the same school districts, particularly for those variables where we presented trend data. We have attempted to keep the reader informed of this shifting sample by specifying the N with each figure. The reader should also note that data will not necessarily total from one figure to another, especially with dropout and achievement data, because of the differing number of school systems providing results. All analyses were conducted, however, using identical districts in numerators and denominators with any given figure.

Fifth, all data in the report presenting gross findings on the percent of school districts with programs in particular areas are somewhat unsatisfying in that no measure of quality is evident. The purpose of these figures was to show a gross measure of effort to address each problem. The implication is that more districts will pursue programs of these types to address the challenges of urban education.

Finally, future reports will include measures of help that others have lent to urban schools in achieving the Goals, including assistance by the President, Governors, Congress, associations and others. We have tried to be clear that help, not criticism, is needed to provide strong inner-city schools for this country.

Chapter I: Urban Student Demographics

Future Reports will seek to expand the number of student needs that are examined. Data in future reports will include more income data, data on student health and family background, and more trend data.

We were generally pleased with the amount and variety of student demographic data we were able to include in this report. Still, improvements in our data are needed to show the full extent of the challenges urban children bring to school every day, including problems of single-parent households, drug addiction and abuse, housing conditions and status, the employment status of parents/guardians, more data by income levels and projections by age and poverty status. Future reports will attempt to fill this need as quickly as possible.

Chapter II: Urban Goal Indicators

Goal 1: Readiness to Learn

Future Reports will seek to expand the assessment of readiness by including data on day care and other pre-K experiences. Pre-K data may also include programs with no formal education component. Data will be disaggregated by race and gender. Finally, data may be collected on the results of assessments done by city schools to judge readiness.

This Urban Goals Report made some headway in assessing school readiness by collecting data on how urban school districts measured this goal. While this told us nothing about readiness itself, it did tell us what to look for in the future. This year's report includes data on participation in nursery or pre- school by metropolitan status. This allows us to monitor access to early childhood education. In addition, data were included on access to health care. However, more data are still needed in both of these areas such as access to prenatal care. To that end, we would like to pursue data on the number of children in cities who come to school with appropriate immunizations, and other factors identified in this report and elsewhere that more directly assess readiness. In addition, the data on numbers of pre-K and Kindergarten staff in this report need further work. These grades, more than others, rely on paraprofessionals—groups less likely to be credentialed and on whom data are not as well kept. Future reports may disaggregate these numbers further. The reader should see the "Notes" section for each city to tell whether they included paraprofessionals in their reporting. Our analysis aggregated both professionals and paraprofessionals for purposes of showing pupil/teacher ratios and percentage of staff who were credentialed.

Goal 2: Increased Graduation Rates

> **Future Reports will seek to include more comprehensive and comparable data on attendance rates by grade span, particularly for students in grades 7-12, disaggregated by race and gender. More importantly, future reports will seek to follow the graduates and dropouts four, five and six years later. Additional attempts will be made to standardize reporting definitions, and to collect data on retention in-grade for K-6 graders.**

Because of the difference in the way urban schools currently define and collect dropout data, this report was able only to present aggregated annual dropout data in bands. Dropout data in the city-by-city profiles are largely non-comparable, and readers should proceed with caution in trying to compare them. Profiles contain rates as the individual cities report them. In addition, data on graduates for this report were collected by asking for the numbers of graduates by race and gender. While these data allow comparisons of the distribution of graduates against those in the total K-12 enrollment, they provide very little information about the "holding power" of schools, nor do they account for large numbers of individuals who return to some educational institution to earn a General Education Development (G.E.D.) credential. The reader is referred to the "Notes" section of the profiles for further information.

Goal 3: Improved Academic Achievement

> **Future Reports will seek to provide additional data on grade point averages for grades 9-12 by gender and race, including cross-tabulations with attendance; achievement (including writing achievement) on measures other than norm-referenced achievement tests; data on average school system S.A.T. and A.C.T. scores with accompanying participation rates; and data on course completion. Future reports will also seek to provide more consistent data on the achievement of special education and limited English proficient children.**

Achievement data presented in this report have a number of flaws, most of them unsolvable given the present technology. As is commonly known, standardized norm-referenced achievement tests come in great variety, and are often given for disparate reasons, to differing age groups and grades, and with differing norms. And norm-referenced tests are not as satisfying as criterion-referenced ones in judging the adequacy of performance. This report attempts to mute some of those problems by aggregating the data across systems then disaggregating them by quartile, grade span, race and sex so that gross patterns are not masked by counter-balancing high and low performances. We have essentially treated the differences among tests as minimal once the data are disaggregated across so many children. Our achievement data generally correspond with those done by NAEP, further minimizing the risks. As the assessment technology improves, this report will reflect it. Also, future reports will include breakdowns of achievement data by income level, a variable that has more bearing on achievement than race or sex. In addition, this report in the future will strive to present achievement data assessing higher-order skills and using alternative and authentic measures rather than standardized test scores which are often flawed indicators of learning.

We should indicate here that urban schools are troubled by the evolving push for a single national achievement test, despite our use of only one type of test in this report. Children in America's schools already have enough testing, and minority children in the inner-cities already have enough hurdles. And our concerns are strategic in the sense that we are unsure about the ultimate uses of these national exams when a community's schools are shown to be "substandard." The reaction to this report may provide some answers.

Goal 4: Quality Teachers

> **Future Reports will seek to collect original data on the number and percentage of teaching positions that went unfilled by subject area; data on years of teaching experience by subject area; data on teachers with a B.A. major or minor in the subject area being taught; data on the number of teachers in district-sponsored training on effective teaching, advanced study in subject matter, or in-service training in urban or cultural awareness; and data on teacher turnover and attendance.**

This section of the current report has a number of inadequacies we hope to correct in the future. Data on teacher days on duty were meant to serve as an initial proxy for length of school year, but these days include more than instructional time in the classroom. Future efforts will be made to assess both length of school year and day. Second, our measurement of teacher certification is clearly imprecise because of differing definitions in each state, and the recent increases in emergency and alternative certificates. Teacher undergraduate or graduate degree in field would clearly be better future indicators.

Goal 5: Postsecondary Opportunities

> **Future Reports will seek to provide new data on the registration of eligible 12th graders to vote; satisfaction and confidence of 12th graders as they exit high school; and data on the number of college-bound graduates who meet admissions standards for the primary state university.**

This part of the report has data on the percentage of graduates pursuing various postsecondary activities by race and sex. These data are a combination of graduates' indications of plans for postsecondary activity and actual one-year follow-ups. In addition, some of these data were collected on samples of students, not all of whom responded; and some on the entire universe of students. Aggregations for this report were done using data only from districts which collected information on all or nearly all graduates rather than those which used sampling. Future reports will seek to further standardize the reporting, and will pursue more long-term measures of student postsecondary behavior. We would also like to have data on college participation rates by metropolitan area. Further, for those students who work, we would like to develop indicators that show the type of employment received and the opportunity for job training and educational benefits. In addition, we would like to pursue data on student readiness for college rather than just enrollment plans, since the gap between preparation and enrollment can depend on financial aid policies, location of postsecondary institutions and other factors.

Goal 6: Safe and Caring Environment

> **Future Reports will seek to provide new data on incidents of personal crime by type and grade level, and on property crime and vandalism. Further data collection will also be explored on student health, average building age and repair needs.**

Data on this goal warrant the greatest amount of expansion and improvement. The national report relies heavily in its parallel goal on surveys of individual students, something desirable for an urban report but out of our range financially at the present time. Attempts to conduct urban surveys of student attitudes and behavior are on the drawing board for several years from now. In the meantime, data provided in this report will have to suffice. In the future we would also like to collect measures of urban child well-being in health, nutrition and safety.

Goal 7: Equitable and Adequate Funding

> **Future Reports will attempt to provide more standardized and comparable data on urban school finances, both revenue by source and expenditures by type, and to link those more successfully to national and state-by-state trends.**

There is still a great need to link the inordinately high needs of urban school children with the resources available to them. While we made an attempt at doing this here, we were only partially successful. Because of the interest in federal funding of urban schools, more such data—which are available—will be included in future reports or published separately. Users of this report are also encouraged to suggest improvements here.

Goal 8: Increased Parental Involvement

> **Future Reports will try to have more accurate data to capture the extent of parent/ guardian involvement in urban school systems.**

Data are needed to determine how parents and/or guardians are participating in urban schools. Currently there is little if any data to determine the role parents play in their children's education and how much time they allocate to this task. What factors may impede parents'/ guardians' participation in their children's schools? What strategies can be implemented to address any barriers parents and others may face? In future reports, we would like to have more such data from urban school districts.

Chapter III: Urban School System Characteristics

> **Future Reports will seek to include more data on the governance aspects and structural characteristics of urban schools.**

There are extensive data which could have been provided in this section. The purpose of the data are informational and contextual only. While that purpose was met in part, we believe that other items might have greater policy implications. Users of this report are encouraged to make suggestions.

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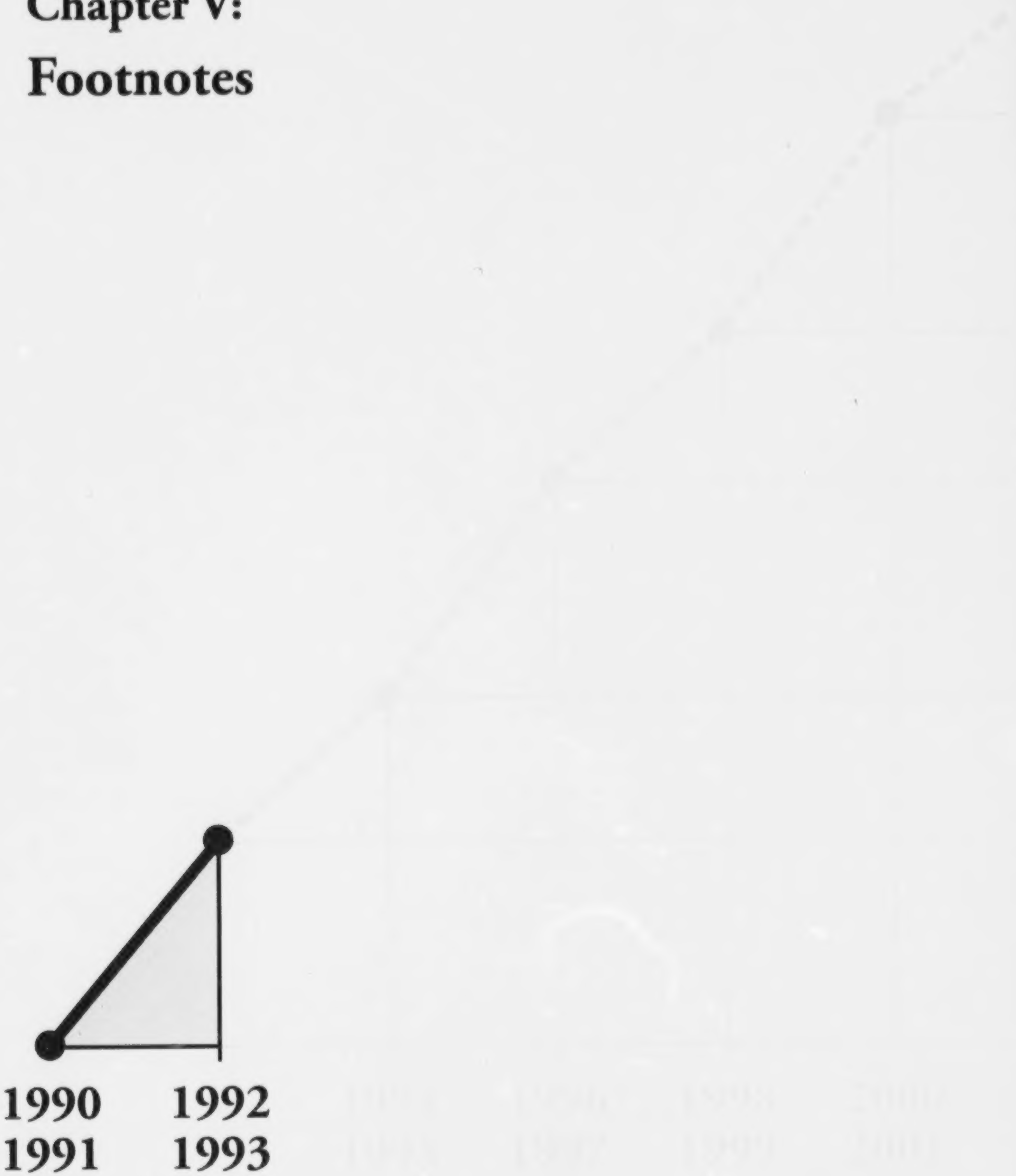
Footnotes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Chapter I: Urban Student Demographics

Figure 1: "Great City Population." Figures represent population totals for 1982 and estimates for 1992. Data are for cities except where the school system boundaries are co-terminous with county lines, i.e., Dade County (Miami), Broward County (Ft. Lauderdale), Jefferson County (Louisville), Duval County (Jacksonville). In several cases city and county boundaries were co-terminous: Baltimore, Dallas, Milwaukee, New Orleans, New York City, Norfolk, Philadelphia, San Francisco, St. Louis City, and Washington, DC. In other cases where the population residing within the school district boundaries was smaller than the city population, San Diego and Oklahoma City, or where the city population was smaller than the school district population, and Los Angeles where the population residing in the school district was larger than the population of the city, the city population was used without regard to school district boundaries.

Figure 2: "Great City Population as Percent of Nation's Population." Percents were calculated by dividing the total Great Cities' population for 1982 and 1992 by the 1982 Census reported national population and 1992 Census estimate of national population. Not comparable to percents in *National Urban Education Goals: Baseline Indicators, 1990-91* since the number of districts within the Great City Schools has changed.

Figure 3: "Great City 5-17 Year Old Population." Figures represent the total 5-17 year old population within the Great Cities in 1980 and 1990, as described in note for Figure 1. Census data were not available for 1982 and 1992.

Figure 4: "Great City 5-17 Year Old Population as Percent of Nation's 5-17 Year Old Population." Percents were calculated by dividing the total 5-17 year old population of the Great Cities by the official Census 5-17 year old population for the nation. Census data were not available for 1982 and 1992.

Figure 5: "Great City School Enrollment." Figures are the total K-12 enrollment in the Great City Schools in each year shown plus enrollment for Pre-K, special education, transitional grade students, and ungraded students. Note, some districts did not report Pre-K enrollment.

Figure 6: "Great City School Enrollment as Percent of Great City 5-17 Year Old Population." Percents were calculated by dividing the sum of the Great City School enrollments by the 5-17 year old population of the cities or counties in which these districts were located. The remaining children were assumed to be in private schools, home-study, or not enrolled. Census data were not available for 1982 and 1992.

Figure 7: "Great City School Enrollment as Percent of Nation's Enrollment." Percents were calculated by dividing the total Great City School enrollment by the Department of Education K-12 public school enrollment for each respective year.

Figure 8: "Great City School Enrollment by Race/Ethnicity." Percents were calculated by dividing the sum of each racial group across all Great City Schools by the sum of all students identified by race in the Great City Schools for each year.

Figure 9: "Great City School Enrollment by Race/Ethnicity as Percent of Nation's Enrollment by Race/Ethnicity." Percents were calculated by dividing the sum of each racial/ethnic group across all Great City Schools (see note for Figure 8) by the national total for each racial/ethnic group as reported by the Office of Civil Rights for 1992 and 1980. 1980 data was used rather than 1982 because OCR did not report national data for 1982.

Figure 10: "Change in Great City School Enrollment by Race/Ethnicity." Percents were calculated by subtracting the 1992 enrollment from the 1982 enrollment for each respective racial/ethnic group and dividing the difference by the 1982 enrollment for that group.

Figure 11: "Great City School Enrollment by Special Needs." Percents were calculated by dividing the total for each group of students across all Great City Schools by the enrollment for those districts (see note for Figure 5). Disabled students include those eligible to receive services under PL94-142. Free/Reduced Lunch students included all those students with family incomes such that they qualified for free or reduced price federal lunch subsidy. LEP students included those students enrolled in the districts and classified as "limited English proficient" according to federal regulations. AFDC students include all students enrolled in the Great City Schools whose families received AFDC payments.

Figure 12: "Great City School Enrollment by Special Needs as Percent of Nation's Special Needs." Percents were calculated by dividing the enrollment for each group of students across all the Great City Schools (see note for Figure 11) by the national school age totals for each corresponding group. Disabled and limited English proficient data were from the Department of Education; free/reduced price lunch data were from Department of Agriculture; AFDC data were from Department of Health and Human Services. Note, percents are significantly lower than the actual Great City Schools' share of national totals since not all Great City Schools provided data on number of AFDC, LEP, Free or Reduced Priced Lunch, and disabled students.

Figure 13: "Great City 5-17 Year Old Population in Poverty." Percents were calculated by dividing the 1980 and 1990 Census counts of children aged 5-17 living below poverty and residing in the Great Cities by the total 5-17 year old population of those same cities. Note that while most poor children are enrolled in public schools, these data do not represent public school enrollment poverty rates. Census data were not available for 1982 and 1992.

Figure 14: "Great City 5-17 Year Old Population in Poverty as Percent of Nation's 5-17 Year Old Population in Poverty." Percents were calculated by dividing the 1980 and 1990 Census counts of children aged 5-17 below poverty residing in the Great Cities by the total national count of 5-17 year olds in poverty. Census data were not available for 1982 and 1992.

Goal 1: Readiness to Learn

Figure 15: "Infant Mortality." Rates represent the number of deaths among babies under the age of 12 months for every 1,000 live births during 1989. Data are from the National Center for Health Statistics. The Census Bureau defines a "Metropolitan Area" as a county with 50,000 or more in population. "Urban Areas" within a "Metropolitan Area" have a population of at least 10,000.

Figure 16: "Health Care." Data are from NCES and Westat Inc.; data were collected through random telephone surveys. "Regular source of health care" was defined as particular clinics, health centers, hospitals, doctors' offices, or "other places" that the children usually went to for medical attention. Emergency room visits were excluded. Census Bureau defines "Inside Urban Area" as those places with populations of 50,000 or more.

Figure 17: "Proportion of 3 to 5 Year Olds Enrolled in Nursery School by Metropolitan Location." Data are from the Census Bureau, *Current Population Reports, School Enrollment - Social and Economic Characteristics of Students: October 1990 and 1992, Series P-20 nos. 460 and 474.* A nursery school is defined as a group or class that is organized to provide educational experiences for children during the year or years preceding Kindergarten. Children enrolled in Head Start programs or similar programs sponsored by local agencies to provide preschool education to young children are counted under nursery school. Central cities are defined as the largest city in each Metropolitan Statistical Area (MSA).

Figure 18: "Percent of Immigrant 3 to 4 Year Olds Participating in Preschool." Data are from the General Accounting Office, *Poor Preschool-Aged Children: Numbers Increase but Most Not in Preschool.* Data on a person's poverty status in this tabulation are based on the standard definition of poverty used by Census and prescribed by the OMB as a statistical standard for federal agencies.

Figure 19: "Distribution of Poor Preschool Aged Children (3-to-4 year-olds) in Metropolitan Areas." Largest cities as defined by GAO refer to the urban portions of the 39 counties that Census identified as comprising part or all of the 25 largest cities as determined by the total population in 1990; smaller cities and suburbs are defined as the urban portions of the remaining metropolitan areas; and small towns are defined as the urban portions of non-metropolitan areas. All remaining portions of a county are defined as rural.

Figure 20: "Great City School Methods of Assessing School Readiness." Percents were calculated by dividing the number of responding districts which used specified methods of assessing school readiness among entering Kindergarten pupils by the total number of districts responding to the question.

Figure 21: "Great City School First Graders with Prior Education." Percents were calculated by dividing the number of entering 1st graders in districts responding to the question who had specified levels of prior education in that school district by the total number of 1st graders in those same districts. In some instances, the number of entering 1st graders with "undetermined" education backgrounds was derived by subtracting totals for other prior education categories from the 1st grade enrollment.

Figure 22: "Great City School Pupil/Teacher Ratios for Early Childhood." Ratios were calculated by dividing the total number of Kindergarten and Pre-Kindergarten pupils in districts responding to the question by the total

number of Kindergarten and Pre-Kindergarten teachers and paraprofessionals, respectively, in the same district. Ratios may be deflated since some districts provided only teacher figures.

Figure 23: "Certification of Great City School Early Childhood Staff." Rate of certification for Pre-Kindergarten staff was calculated by dividing the total number of Pre-Kindergarten teachers and paraprofessionals in districts responding to the question who have professional early childhood credentials, i.e., Child Development Associate credentials, by the total number of Pre-Kindergarten teachers and paraprofessionals in the same districts. Rate of certification for Kindergarten staff was calculated by dividing the total number of Kindergarten teachers and paraprofessionals who were fully certified as elementary school teachers by the total number of teachers and paraprofessionals. Some districts reported data only for teachers.

Figure 24: "Child Care Programs for Infants of Teen Mothers." Percents were calculated by dividing the number of school districts responding to the question which indicated that they provided some form of child care for infants in none, 1%-25%, 26%-74%, or 75%-100% by the total number of responding districts.

Goal 2: Increased Graduation Rates

Figure 25: "Single Year Dropout Rate." Data are from the National Center for Education Statistics, *Dropout Rates in the United States: 1990 and 1992.* Data represent the event rates which measure the proportion of individuals, 15 to 24 years old in grades 10 -12, who have dropped out of school over a specified time interval (i.e., one year). The event rate provides a measure of recent dropout experiences.

Figure 26: "Status Dropout Rate." Data are from the U.S. Census Bureau, Current Population Reports Series P-20, Nos. 404 and 424, *School Enrollment - Social and Economic Characteristics of Students: October 1982 and 1992.* The status dropout rate measures the proportion of a population, 16-24 year- olds who have not completed high school and are not enrolled at one point in time regardless of when they dropped out.

Figure 27: "Single Year Retention Year." Data are from the National Center for Education Statistics, *Dropout Rates in the United States: 1990 and 1992.* Data represent the percent of students who remained enrolled in school for a specified year rather than dropping out.

Figure 28: "Change in Great City School Annual Dropout Rates." Percents were calculated by dividing the total number of districts responding with two years worth of (i.e., 1990-91 and 1992-93) of annual dropout rates and which showed an increase or decrease in their rates between 1990-91 and 1992-93, by the total number of districts responding to the question. Dropout rates represent data for grades 9-12 which tend to be significantly higher than the rates for other grade levels. Percents may not total 100% of responding districts since some districts may have experienced no change in dropout rates.

Figure 29: "Great City Annual Dropout Rates." Percents for each year (1990-91 and 1992-93) were calculated by dividing the total number of districts responding with two years' worth of annual dropout data (see note for Figure 28) and whose self-reported rates were within specified intervals by the total number of districts responding. Intervals were established to mute the inconsistencies of dropout definitions and rates from one city to another. The differences between the percents within any specified interval provide an indirect proxy measure for actual rate changes had rates been comparable from one city to another (which they are not). Other than specifying intervals of rates, no attempt was made after the initial feasibility study to standardize dropout definitions or rates across Great City School districts.

Figure 30: "Great City Annual Dropout Rates by Race/Ethnicity." Percents were calculated by dividing the total number of responding districts whose 1992-93 dropout rates for each race fell into specified intervals (see notes for Figure 28 and Figure 29) by the total number of districts responding with dropout data for racial/ethnic groups.

Figure 31: "Change in Great City School Annual Dropout Rates by Race/Ethnicity." Percents were calculated by dividing the number of districts that experienced decreases or increases in annual dropout rates for each race/ethnicity by the total number of districts that reported dropout rates for 1990-91 and 1992-93 by race/ethnicity group (see note for Figure 28). 5.6% of districts experience no change in dropout rates for Hispanic and Alaskan/Native American students.

Figure 32: "Great City Annual Dropout Rates by Sex." Percents were calculated by dividing the total number of responding districts whose 1992-93 dropout rates for each sex fell into specified intervals (see notes for Figure 28 and Figure 29) by the total number of districts responding with dropout data by sex.

Figure 33: "Change in Great City Annual Dropout Rates by Sex." Percents were calculated by dividing the number of districts that experienced decreases or increases in annual dropout rates for males and females by the number of districts that reported dropout rates for 1990-91 and 1992-93 by sex (see note for Figure 28). 10.5% of districts reported no change in dropout rate for male students.

Figure 34: "Change in Great City School Four Year Dropout Rates." Percents were calculated by dividing the total number of districts responding with four year dropout rates and which showed an increase or decrease in their rates between the four year period (i.e., 1989-90 to 1992-93) by the total number of districts responding to the question. Rates represent data from grades 9-12 which tend to be significantly higher than rates for other grade levels. Percents may not total 100% of responding districts since some districts may have experienced no change in four year dropout rates. All reporting districts showed change in one direction or the other.

Figure 35: "Great City School Four Year Dropout Rates." Percents were calculated by dividing the number of districts reporting four year dropout rates within the specified intervals by the total number of districts responding (see note for Figure 34). Intervals were established to mute the inconsistencies of dropout definitions and rates from one city to another. The differences between the percents within any specified interval provides an indirect proxy measure for actual rate changes had rates been comparable from one city to another (which they are not). Other than specifying intervals of rates, no attempt was made after the initial feasibility study to standardize dropout definitions or rates across cities.

Figure 36: "Great City School Graduates by Race/Ethnicity, 1990-91." Percents were calculated by dividing the number of graduates of each racial/ethnic group from districts responding to the question with full data by the sum of graduates of all racial/ethnic groups from the same 23 districts. Enrollment data were from 47 districts.

Figure 37: "Great City School Graduates by Race/Ethnicity, 1992-93." Enrollment percentages may include data from districts that were not included in enrollment percentages for Figure 36. Enrollment data were from 51 districts. See note for Figure 36.

Figure 38: "Great City School Graduates by Sex, 1990-91." Percents were calculated by dividing the total number of graduates of each sex from districts responding to the question by the sum of graduates of both sexes from the same districts. Enrollment data were from 47 districts.

Figure 39: "Great City School Graduates by Sex, 1992-93." Enrollment percentages may include data from districts that were not included in enrollment percentages for Figure 38. Enrollment data were from 51 districts. See note for Figure 38.

Figure 40: "Dropout Prevention Programs for Teen Mothers." Percents were calculated by dividing the total number of districts responding to the question which indicated that they provided some form of dropout prevention program for students who are mothers in none, 1%-25%, 26%-50%, 51%-75%, 76%-100% of their schools by the number of responding students.

Goal 3: Improved Academic Achievement

Figure 41: "Reading." The data are from the National Center for Education Statistics, *NAEP 1992, Reading Report Card for the Nation and the States.* Figures represent the percentage of students who met the national standards in reading. Students who met the national performance standards in reading are those who scored at the proficient level on the National Assessment of Educational Progress (NAEP) reading test. The data in this table are for public school students only.

Figure 42: "Mathematics." The data are from the National Center for Education Statistics, *NAEP 1992 Math Report Card for the Nation and the States.* Figures represent the percentage of students who met the national standards in math. Students who met the national performance standards in math are those who scored at the proficient levels on the National Assessment of Educational Progress (NAEP) math test. The data in this table are for public school students only.

Figure 43: "Great City School Reading and Math Norm-Referenced Tests." Percents were calculated by dividing the number of districts administering each of the various tests divided by the total number of districts who provided information on the type tests administered in their districts.

Figure 44: "Great City School Reading and Math Achievement." Percents were calculated by dividing the number of districts that experienced increases or decreases in the percentage of students scoring above the 50th percentile in reading and math achievement test scores by the total number of districts that reported achievement test scores for school years 1990-91 and 1992-93. Percents may not add up to 100% since some districts experienced no

change in the percentage of students scoring above and below the national norm.

Figure 45: "Great City School Reading Achievement." Percents were calculated by dividing the sum of all Great City School students scoring in each quartile on a norm-referenced reading achievement test by the sum of Great City School students who scored in any quartile. Figures 45, 46, 47, 48, and 49 need to be examined in conjunction with Figure 44 to get a better sense of the range in performance across grade, race, and sex. Note that the figures do not represent test scores but rather the percentage of students whose achievement scores fell into given quartiles. Note also that students do not take the same norm-referenced tests with the same norm groups from one city to another, nor are precisely the same grade levels tested across districts. Students were evaluated by quartile ranges rather than test score ranges to mute the effects of differing tests. Finally, the percentages in Figures 44- 49 do not completely correspond because of the differing number of districts responding. (See discussion in Chapter V).

Figure 46: "Great City Reading Achievement by Grade." Percents were calculated by dividing the sum of all students in the specified grade span whose reading achievement was in either the third or fourth quartile by the sum of all students in all four quartiles from those grade spans in the same cities. See note for Figure 44.

Figure 47: "Great City School Reading Achievement by Race/Ethnicity, 1990-91." Percents were calculated by dividing the sum of all students in the specified grade span and race scoring above the norm (see notes for Figure 44 and Figure 45) on whatever standardized norm-referenced achievement test was administered by the total number of students in that grade span and of the same race who scored either above or below the norm (i.e., approximately the number tested).

Figure 48: "Great City School Reading Achievement by Race/Ethnicity, 1992-93." See note for Figure 46.

Figure 49: "Great City Reading Achievement by Sex, 1990-91." Percents were calculated by dividing the sum of all students in the specified grade span and sex scoring above the norm (see notes for Figure 44 and Figure 45) on whatever standardized norm-referenced achievement test was administered by the total number of students in that grade span and the same sex who scored either above or below the norm (i.e., approximately the number tested).

Figure 50: "Great City Reading Achievement by Sex, 1992-93." See note for Figure 48.

Figure 51: "Great City School Math Achievement." Percents were calculated by dividing the sum of all Great City School students in each quartile on a norm-referenced math achievement test by the sum of the Great City School students who scored in any quartile. Figures 51, 52, 53, 54, and 55 need to be examined in conjunction with Figure 50 to get a better sense of the range of performance across grade span, race, and sex. Note that the figures do not represent test scores but rather the percentage of students whose achievement scores fell into given quartiles. Note also that students do not take the same norm-referenced tests with the same norm groups from one city to another, nor are precisely the same grade levels tested across districts. Students were evaluated by quartile ranges rather than test score ranges to mute the effects of the differing tests used. Finally, the percentages in Figures 50 - 55 do not completely correspond because of the differing number of districts responding. (See discussion in Chapter V.)

Figure 52: "Great City Math Achievement by Grade." Percents were calculated by dividing the sum of all students in the specified grade span scoring above the norm (3rd and 4th quartile) on whatever standardized norm-referenced achievement test was administered by the total number of students in that grade span and of the same race who scored either above or below the norm (i.e., approximately the number tested).

Figure 53: "Great City Math Achievement by Race/Ethnicity, 1990-91." The percents were calculated by dividing the sum of all students in the specified grade span and race scoring above the norm (see notes for Figure 50 and Figure 51) on whatever standardized norm-referenced achievement test was administered by the total number of students in that grade span and of the same race who scored either above or below the norm (i.e., approximately the number tested).

Figure 54: "Great City Math Achievement by Race/Ethnicity, 1992-93." See note for Figure 52.

Figure 55: "Great City Math Achievement by Sex, 1990-91." Percents were calculated by dividing the sum of all students in the specified grade span and sex scoring above the norm (see notes for Figure 50 and Figure 51) on whatever standardized norm-referenced achievement test was administered by the total number of students in that grade span and of the same race who scored either above or below the norm (i.e., approximately the number tested).

Figure 56: "Great City Math Achievement by Sex, 1992-93." See note for Figure 54.

Figure 57: "Great City School First Year Algebra." Percents were calculated by dividing the number of students who had received a passing grade in a course in first year algebra by the end of the 11th grade by the total number of 10th graders in the same districts. Figures represent data from the same districts for 1990-91 and 1992-93.

Figure 58: "Great City School First Year Algebra by Race/Ethnicity." Percents were calculated by dividing the number of students from the specified racial/ethnic groups who received a passing grade in a course in first year algebra by the end of the 11th grade by the total number of 10th graders of each racial/ethnic group. Figures represent data from the same districts for 1990-91 and 1992-93.

Figure 59: "Great City First Year Algebra by Sex." Percents were calculated by dividing the number of students by sex who had received a passing grade in first year algebra by the end of the 11th grade by the total number of 10th graders of that sex in the same districts. Figures represent data from the same districts for 1990-91 and 1992-93.

Figure 60: "Great City Advanced Course Completion." Percents were calculated by dividing the total number of students in districts responding to this question who had successfully completed an Advanced Placement or International Baccalaureate course in English, math, and science by the total number of 11-12th graders in each reporting district.

Figure 61: "Great City Advanced Course Completion by Race/Ethnicity." Percents calculated by dividing the total number of students by race in districts responding to the question who had successfully completed an Advanced Placement or International Baccalaureate course in English, math, or science by the total number of 11-12th graders of the same race in the same districts.

Figure 62: "Great City School Advanced Course Completion by Sex." Percents calculated by dividing the total number of students in districts responding to the question who had successfully completed an Advanced Placement or International Baccalaureate course in English, math, or science by the total number of 11-12th graders of the same sex in the same districts. Data are not comparable to Figure 59 data because of discrepancies between 11th-12th grade enrollment by gender and reported total 11th-12th grade enrollment.

Figure 63: "Magnet Programs." Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of magnet program in none, 1%-25%, 26%-50%, 51%-75%, and 76%-100% of their schools by the total number of responding districts.

Figure 64: "Open Enrollment Programs." Percents were calculated by dividing the total number of districts responding to the question which indicated that they provided some form of open enrollment option for none, 1%-25%, 26%-50%, 51%-75%, 76%-100% of their schools by the total number of responding districts.

Figure 65: "Alternative Assessment Programs." Figures indicate the percentage of districts that utilize any alternative assessments to norm-referenced assessments in any subject area.

Figure 66: "Bilingual Education/ESL Programs." Percents were calculated by dividing the total number of districts responding to the question which indicated that they provided some form of bilingual education program in none, 1%-25%, 26%-50%, 51%-75%, 76%-100% of their schools by the total number of responding districts.

Figure 67: "Privatized/Contracted Instruction." Percents were calculated by dividing the total number of districts responding to the question which indicated that they utilized some form of privatized or contracted instruction in none, 1%-25%, 26%-50%, 51%-75%, 76%-100% of their schools by the total number of responding districts.

Goal 4: Quality Teachers

Figure 68: "Teacher Shortages." Data is from the National Center for Education Statistics, *Schools and Staffing in the United States: A Statistical Profile, 1990-91.* The data presented are the percentage of public schools with vacancies that could not be filled with qualified teachers. The survey does not provide a definition of qualified. Central city is defined as a central city of an SMSA with population greater than or equal to 400,00 or a population density greater than or equal to 6,000 per square mile, or a mid-size central city.

Figure 69: "Teacher Shortages by Field." Data are from the National Center for Education Statistics, *Schools and Staffing in the United States: A Statistical Profile, 1990-91.*

Figure 70: "Great City School Teacher Days on Duty." Percents were calculated by dividing the total number of districts for which data were available and whose teachers were on duty for specified intervals of days per year by the total number of districts for which data were available. Days on duty include instructional days, in-service training days, and days spent on non-instructional duties. Numbers do not correspond to the length of the school year.

Figure 71: "Great City School Teachers by Race/Ethnicity and Grade." Percents were calculated by dividing the total number of teachers of each race and at each specified grade span for districts responding to the question by the total number of teachers in that grade span for whom racial breakdowns were available.

Figure 72: "Great City School Teachers by Sex and Grade." Percents were calculated by dividing the total number of teachers of each sex and at each specified grade span for districts responding to the question by the total number of teachers in that grade span for whom sex breakdowns were available.

Figure 73: "Great City School Pupil/Teacher Ratios by Race/Ethnicity." Ratios were calculated by dividing the total number of students of each race by the total number of teachers of the same race in school districts which provided data on both. The average pupil/teacher ratio was calculated by dividing total enrollment by the total number of teachers for those districts that provided such data.

Figure 74: "Great City School Pupil/Teacher Ratios by Sex." Numbers were calculated by dividing the total number of students of each sex by the total number of teachers of the same sex in school districts which provided data on both. The average pupil/teacher ratio was calculated by dividing the total enrollment by the total number of teachers for those districts that provided such data.

Figure 75: " Average Great City School Teacher Salary." The average salary for Great City School Teachers was calculated by taking the sum of the products of the average salary and number of teachers for each district that provided such data and dividing that figure by the total number of teachers in those districts. Due to higher costs of living and being generally older, urban school teachers tend to earn higher salaries.

Figure 76: "Great City School Teachers Fully Certified by Subject." Percents were calculated by dividing the total number of teachers in those school districts responding to the question who were fully certified to teach in either English, math, and science by the total number of teachers who were fully certified in that subject.

Figure 77: "Future Teacher Programs." Percents were calculated by dividing the total number of school districts responding to the question, which indicated that they provided some form of future teacher program, i.e., programs to encourage current middle and high school students to consider and begin training to become a teacher after graduating from college in none, 1%-25% , 26%-50%, 51%-75%, 76%-100% of their schools, by the total number of responding districts. Percents should total 100% of responding districts. Programs are also known as "grow your own" teacher programs.

Figure 78: "Teacher/Staff Training Programs in Urban Culture or Race Relations." Percents were calculated by dividing the total number of districts responding to the question, which indicated that they provided some form of teacher/staff training program in urban culture or race relations in none, 1%-25%, 26%-50%, 51%-75%, 76%-100% of their schools, by the total number of responding districts.

Goal 5: Postsecondary Opportunities

Figure 79: "Youth Unemployment Rates." Data are official Department of Labor 1990 and 1992 annual unemployment rates for youth by race living in poverty neighborhoods of metropolitan areas compared to the national average youth unemployment rates in 1990 and 1992. Youth are those individuals ages 16 to 19 years-old.

Figure 80: "Pursuits of Great City School Graduates." Percents were calculated by dividing the total number of Great City School graduates who pursued or planned to pursue specified postsecondary activities by the total number of graduates who specified their activities or planned activities. In a few instances, district reported figures for "Employed" include those graduates who are also enrolled in 2 or 4 year colleges. For some districts whose percentages did not sum up to 100%, the number of graduates pursuing "undetermined" plans was adjusted to account for the difference.

Figure 81: "Great City School Graduates Pursuing Four Year College by Race/Ethnicity." Percents were calculated by dividing the total number of graduating students by race who were enrolled or planned to enroll in a four-year college or university by the total number of graduates of the same race in the same 13 districts. However, this number may be somewhat inflated due to the fact that some school districts did not differentiate between attendance at two year and four year colleges. For some districts, enrollment figures may include Pre-K enrollment. Enrollment data are from 51 districts.

Figure 82: "Great City School Graduates Pursuing Four Year College by Sex." Percents were calculated by dividing the total number of graduating students by sex who were enrolled or planned to enroll in four-year college

by the total number of graduates of the same sex in the same districts. However, this number may be somewhat inflated due to the fact that some school districts did not differentiate between attendance at two-year and four-year colleges. For some districts, enrollment figures may include Pre-K enrollment.

Figure 83: "Higher Education Awareness Programs." Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of higher education awareness program in none, 1-25%, 26%-50%, 51%-75%,76%-100% of their schools by the total number of responding districts. These programs are ones designed to provide information to middle school students on opportunities to pursue college after graduating from high school. Percents should total 100% of responding districts. Some districts may have referred to only those schools enrolling middle or high school students rather than all schools.

Figure 84: "Voter Registration Programs." Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided voter registration programs for all eligible students in none, 1%-25%, 26%-50%, 51%-75%, 76%-100% of their schools by the total number of responding districts. Some districts may have checked the various categories to mean only those schools enrolling voter eligible students rather than all schools in the district.

Figure 85: " Community Service Programs." Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of community service programs in none, 1%-25%, 26%-50%, 51%-75%, or 76%-100% of the schools in their district. These may include voluntary or curriculum required student participatory projects and programs that bring outside community service volunteers into the school. Percents should total 100% of responding districts.

Figure 86: "Job Training Programs for Youth." Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of job training program for youth in none, 1%-25%, 26%-50%, 51%-75%, or 76%-100% of their schools by the total number of responding districts. These programs may include summer jobs programs for youth who may not necessarily be enrolled in school. Percents should total 100% of responding districts.

Figure 87: "Business Collaborative Programs." Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of business collaborative in none, 1%-25%, 26%-50%,51%-75%, or 76%-100% of their schools by the total number of responding districts. Such programs may include adopt-a-school, private sector funding of school projects, personnel training or other collaborations between the private sector and the responding school system. Percents should equal 100% of responding districts.

Goal 6: Safe and Caring Environment

Figure 88: " Illicit Drug Use." Data are from annual University of Michigan study for the National Institute on Drug Abuse, *Monitoring the Future, 1975-1992, Volume 1.* A very large metropolitan area is defined in the study as the 16 largest SMSA's in the nation, including both central city and suburbs; other metropolitan areas are defined as all remaining SMSA's; non-metropolitan areas are those areas not designated as metropolitan by the Census Bureau.

Figure 89: " AIDS Rates." Data are from Center for Disease Control and Prevention, *HIV/AIDS Surveillance Report, 1993* (no. 3). The rate is based on 9 months of data collected under the 1993 AIDS surveillance case definition for adults and adolescents. For definition of "Metropolitan Area" see note for Figure 15.

Figure 90: " School Safety." Data are from *The National Education Goals Report: Building A Nation Of Learners, 1993,* National Goals Panel, page 165.

Figure 91: "Great City School Weapons Incidents." Ratios were calculated by dividing the total number of weapons involved incidents on school grounds or school sponsored events at each grade span by the district enrollment in that grade span divided by 1000. Note that a single incident may include more than one student and be of any level of seriousness.

Figure 92: "Great City School Drug/Alcohol Incidents." Ratios were calculated by dividing the total number of drug or alcohol related incidents on school grounds or at school sponsored events at each grade span by the district enrollment in that grade span divided by 1,000. Note that a single incident may include more than one student, and be of any level of seriousness.

Figure 93: "Great City School Suspensions." Ratios were calculated by dividing the total number of suspensions at each grade span by the total enrollment at each grade span divided by 1000 for districts that provided suspension data.

Figure 94: "Great City School Expulsions." Ratios were calculated by dividing the total number of expulsions at each grade span by the total enrollment at each grade span by 1000 for districts that provided expulsion data.

Figure 95: "Great City School Health Clinics." Percents were calculated by dividing the number of districts reporting ratios of on-site health clinics to schools within the various intervals by the total number of districts responding to the question. Basic nurses' offices were not included as on-site health clinics.

Figure 96: "Great City School Deferred Building Maintenance." Percents were calculated by dividing the total number of responding districts whose accumulated deferred maintenance costs were within specified bands by the total number of responding districts. Deferred maintenance does not include capital costs.

Figure 97: "Average Age of Great City School Buildings." Percents were calculated by dividing the number of districts reporting average age of buildings within the various age intervals divided by the total number of districts reporting average age of buildings. National data was from the American Association of School Administrators, *Schoolhouse in the Red: A Guidebook for Cutting Our Losses, 1993.*

Figure 98: "Drug Education Programs." Percents were calculated by dividing the number of districts that responded to the question by indicating that they provided some form of drug education program in none, 1%-25%, 26%-50%, 51%-75%, 76%-100% of their schools by the total number of responding districts.

Figure 99: " HIV and STD Prevention Programs." Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of HIV/AIDS or sexually transmitted disease (STD) prevention program in none, 1%-25%, 26%-50%, 51%-75%, 76%-100% of their schools by the total number of responding districts. Such programs could include a variety of efforts aimed at preventing disease such as information on the diseases themselves, support groups, counseling, and classes in abstinence. Percents should total 100% of responding districts.

Figure 100: "Nutrition Education Programs." Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of nutrition education program in none, 1%-25%, 26%-50%, 51%-75%, 76%-100% of their schools by the total number of responding districts. Percents should total 100% of responding districts.

Figure 101: " Support Programs for Children of Drug-Addicted Parents." Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of program for children of drug-addicted parents in none, 1%-25%, 26%-50%, 51%-75%, 76%-100% of their schools by the total number of responding districts. Such programs could involve health services, counseling, outreach or other efforts. Percents should total 100% of responding districts.

Figure 102: " Suicide and Stress Reduction Programs." Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of program to reduce the incidence of suicide and stress among students in none, 1%-25%, 26%-50%, 51%-75%, 76%-100% of their schools by the total number of responding districts. Percents should total 100% of responding districts.

Figure 103: " Crime and Gang Prevention Programs." Percents calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of program to reduce crime and gang activity in 1%-25%, 26%-50%, 51%-75%, 76%-100% of their schools by the total number of responding districts. Percents should total 100% of responding districts.

Figure 104: " Pregnancy Prevention Programs." Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of program to prevent pregnancy among students in none, 1%-25%, 26%-50%, 51%-75%, 76%-100% of their schools by the total number of responding districts. Percents should total 100% of responding districts. Districts may have checked any of the categories to mean any school enrolling girls old enough to become pregnant or boys old enough to impregnate rather than all schools in the districts. Such programs could include counseling, instruction on abstinence, condom distribution or other efforts.

Figure 105: "Sexual Harassment Prevention Programs." Percents were calculated by dividing the total number of districts responding to the question by indicating that they provided some form of sexual harassment prevention program in none, 1%-25%, 26%-50%, 51%-75%, 76%-100% of their schools by the total number of responding districts.

Goal 7: Equitable and Adequate Funding

Figure 106: "Great City School Taxing Authority." Percents were calculated by dividing the total number of school districts on which data were available and which were either financially dependent (i.e., having taxing authority independent of other agencies) or dependent (i.e., having no separate taxing authority and thereby dependent financially on the general purpose unit of government for local revenues) by the total number of districts on which data were available.

Figure 107: "Great City School Local Tax Base." Percents were calculated by dividing the total number of financially independent (i.e. having taxing authority independent of other agencies) school districts which draw local revenue from any of the specified tax bases by the total number of financially independent districts on which data were available. The figures do not represent dollars garnered from each type of local tax nor do they represent the share of local revenues generated by each type of tax. The data show only the percent of districts which use each type of tax to generate revenues. Percents will not add to 100% because some districts use more than one type of tax.

Figure 108: "Great City School Bond Ratings." Percents were calculated by dividing the total number of financially independent (i.e.,have taxing authority independent of other agencies) school districts for whom data were available and whose general purpose municipal bond rating was specified by the total number of financially independent districts for whom data were available. Ratings are for general purpose bonds only rather than for other more specified purposes. Bond ratings are given by Moody's and Standard and Poors to measure the overall financial health of public agencies.

Figure 109: "Great City School Local Revenues per Capita." Dollar figures were calculated by dividing the total amount of local revenues in the Great City School districts (in 1982 dollars) by the population of the same cities for each year. 1982 based figures were derived from 1987 based Implicit Price Deflator figures (see note for Figure 111). Revenues per capita figures show one measure of increasing tax effort at the local level for public schools.

Figure 110: "Great City School Share of State and Federal Elementary and Secondary Expenditures." State percents were calculated by dividing the total amount of Great City School revenues garnered from state sources by the total amount of revenues generated by the state for elementary and secondary education in all 50 states. State revenue data are from *Rankings of the States*, National Education Association; and from the National Center for Education Statistics. Federal percents calculated by dividing the sum of Great City School revenue garnered from federal sources by the total amount of federal revenues for elementary and secondary education. School district federal revenues include amounts that the district applies to the general fund and those used for categorical purposes. Federal revenue data are taken from *Rankings of the States*, National Education Association.

Figure 111: "Total Revenues of Great City Schools by Source." Figures across the top of each bar are the sums of all local, state and federal revenues for each of the school districts. Shading inside each bar represents the share of total revenue coming from each source and was calculated by dividing each source of revenue (i.e., local, state, and federal) by total revenues. Revenue figures were collected and computed without regard to the ultimate use of the funds. Federal revenues include both the amounts that each district was able under regulation to place into the general fund and revenues used for categorical purposes. National totals for 1992-93 were from the *1992-93 Estimate of School Statistics*, National Education Association.

Figure 112: "Great City School Average Per Pupil Revenues." Dollar figures were calculated by dividing the sum of each school district's local, state and federal revenues by the Fall enrollment of that school year. Adjustments for inflation were made using the Implicit Deflator for State and Local Government Purchases of Services with 1987 as the 100.0 base year. Numbers are not comparable to average per pupil expenditures.

Figure 113: "Average Per Pupil Revenues Adjusted for Special Needs." Per pupil revenues were calculated by multiplying the number of disabled, limited-English proficient and free and reduced price lunch eligible children in the Great Cities by 2.5, 1.657, and 1.5 respectively, then adding the total to the unweighted balance of the enrollment and dividing the sum into total revenues for both the Great City Schools and the nation. Weights are similar to those used in some state finance formulas and were taken from: Kern Alexander, "Testimony Concerning Federal Funding of Elementary and Secondary Schools." Presented before the House Subcommittee on Elementary, Secondary and Vocational Education, November 7, 1991. 1992 national revenue data were estimates. National limited English proficient data were 1991 based. National disabled student data were from school year 1991-92, National Center for Education Statistics.

Table 1: "Average Per Pupil Expenditures." Data were computed from unpublished figures gathered by the Educational Research Service comparing large urban school district (N=35) average per pupil expenditure to the nation and to rural and suburban school districts. Figures are based on budget numbers rather than actual expenditures. "Classroom Instruction" included K-12 teachers, paraprofessionals and clerical personnel working with teachers in the classroom. "Special Education" included all classroom teaching personnel providing services to disabled children and the cost of services contracted to outside agencies or private schools. "Books and Materials" included textbooks, library books, audiovisual and other instructional materials except for those purchased for private schools. "Auxiliary Instructional" included counselors, librarians and their support staff, and testing services. "Improvement and Development of Instruction" included curriculum development, instructional supervision, and staff in-service training and professional development. "School Site Administration" included offices of principals and assistant principals. "Health and Attendance" included physical and mental health staff and services, e.g., nurses, psychologists, social workers, related paraprofessionals and clerical staff and materials. "Transportation" included staff, maintenance and operation of equipment, fuel, and contracts for transporting public school students. "Food Services" included the net cost of operating food service programs and did not include expenditures offset by income from cash sales or state and/or federal subsidies. "Student Extracurricular Activities" included the net cost of operating student activities and did not include expenditures offset by gate receipts or activity fees. "Board of Education" included board member salaries and expenses, election services, legal services, census, and tax assessment/collection services. "Superintendent and Executive Administration" included offices of the Superintendent; deputy, assistant and area superintendents, employee relations and negotiations staff, and offices of state and federal relations. "Central and Business Services" included offices of payroll, budgeting, accounting, auditing, facilities and equipment acquisition and construction, public information, planning, research and evaluation, data processing, and program administration. "Maintenance and Operations" included staff, equipment and supplies for the care, upkeep, operation and security of buildings and grounds. "Environmental, Fuel and Utilities" included fuel for heating and cooling plus all utilities except telephone. "Other Current Expenditures" included other expenditures such as liability insurance and short-term interest payments. "Capital Outlay" included expenditures for new and replacement buildings, vehicles and other major equipment. "Debt Retirement" included payment on debt principal and to school housing authorities. "Interest on Debt" included interest paid on long-term debt.

Goal 8: Increased Parental Involvement

Figure 114: "Volunteer Hours." Percents were calculated by dividing the number of districts reporting average per pupil volunteer hours and per school year between the various intervals by the total number of districts reporting volunteer hours.

Figure 115: "Parental Involvement." Data are from National Commission on Children for 1992.

Figure 116: "Parenting Programs for Adults." Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of parenting programs for adults in the following categories: none, 1-25%, 26%-50%, 51%-75%, 76%-100% of their schools by the total number of responding districts. Percents should total 100% of responding districts.

Figure 117: " Parenting Programs for Teens." Percents were calculated by dividing the total number of school districts responding to the question which indicated they provided some form of parenting program for teens in the following categories: 1%-25%, 26%-50%, 51%-75%, and 76%-100% of their schools by the total number of responding districts. Percents should total 100% of responding districts.

Figure 118: " Latchkey Programs." Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of latchkey program in 1%-25%, 26%-50%, 51%-75%, 76%-100% of their schools by the total number of responding districts. Percents should total 100% of responding districts.

Figure 119: "Adult Education or Literacy Programs." Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of adult education or literacy program in 1%-25%, 26%-50%, 51%-75%, 76%-100% of their schools by the total number of responding districts. Percents should total 100% of responding districts.

Figure 120: "Site-Based Management Programs." Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of site-based management program in 1%-25%, 26%-50%, 51%-75%, 76%-100% of their schools by the total number of responding districts. Percents should total 100% of responding districts.

Figure 121: "Assistance Programs for Homeless Children." Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of program for homeless children in none, 1%-25%, 26%-50%, 51%-75%, or 76%-100% of their schools by the total number of responding districts. Percents should total 100% of responding districts.

Chapter III: Urban School System Characteristics

Table 2: "School Board Characteristics." Data in left hand column show number of members on each city's Board of Education. The second column shows the terms of office of each member. The third column shows whether each Board of Education member serves a term of office that overlaps with (i.e., is concurrent with the terms of other members of the Board) or whether terms are staggered so that all members' terms are not up for renewal at the same time. The far right column shows how Board members are selected or elected to office (i.e., whether they are appointed and by whom, and whether they are elected city-wide or by ward or some combination of the two.) Data are for current 1992-93 school year.

Table 3: "Superintendent Characteristics." Data in left hand column show the year in which the current Superintendent of Schools was hired into her/his current position for that city. The middle column shows the sex of the current Superintendent and the right hand column shows the race/ethnicity of the Superintendent. Data are up-to-date as of September 1994.

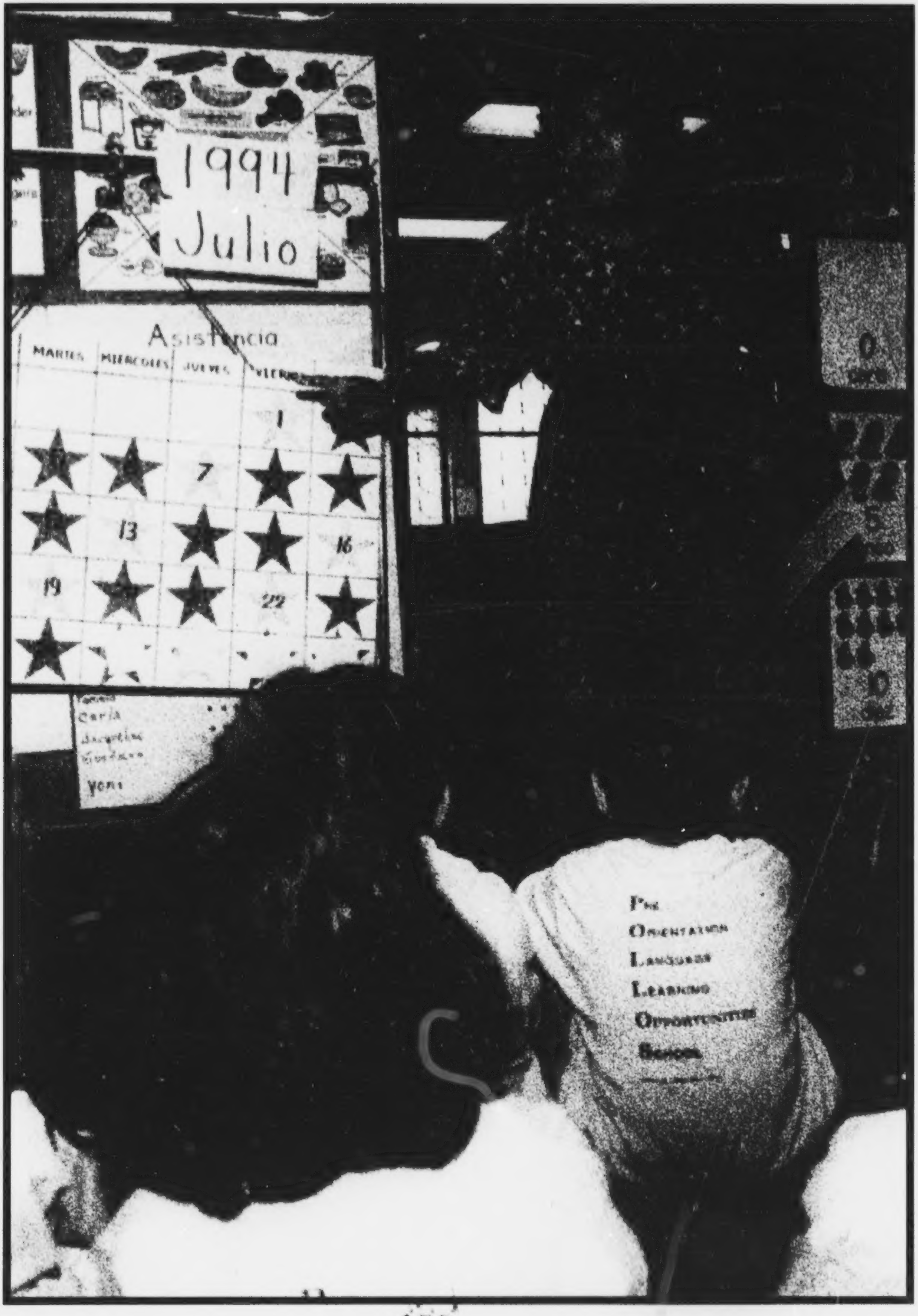
Table 4: "Teacher Characteristics." Data in the left hand column show the number of teachers in each of the Great City Schools in full-time equivalents (FTE's.) The second column shows the number of days for each district that teachers are on duty (see note for Figure 51 since the number of days on duty are not equivalent to length of school year.) The third column shows the national affiliation with the main teacher bargaining unit in each city. The right hand column shows the average salary of teachers in each district in 1992-93 and in some instances, 1990-91.

Table 5: "Grade Level Organization." The three left hand columns show the grade configurations of the schools in each district at the elementary, middle and secondary grades. The right hand column shows the number of schools in each district. This latter figure does not correspond to the number of buildings operated by the district since each school may have multiple buildings.

Figure 122: "Great City Teachers per Central Administrator." Central administrators are all district central office professional and administrative staff. Data are from Educational Research Service report entitled, *Salaries Paid Professional Personnel in Public Schools, 1992-93.* The city-wide average is based on the 23 districts for which data are presented.

Key to Abbreviations

AFT: American Federation of Teachers
AFDC: Aid to Families with Dependent Children
CAT: California Achievement Tests
CTBS: Comprehensive Test of Basic Skills
DRP: Degrees of Reading Power
GCS: Great City Schools
ITAS: Individual Tests of Academic Skills
ITBS: Iowa Test of Basic Skills
K: Kindergarten
LEP: Limited English Proficient
MAT: Metropolitan Achievement Test
NA: Not available or Not applicable
NAEP: National Assessment of Educational Progress
NAPT: Norm Referenced Assessment Program for Texas
NEA: National Education Association
PALT: Portland Achievement Test
SAT: Stanford Achievement Test
S.A.T.: Scholastic Aptitude Test
TAP: Test of Achievement and Proficiency


1994
Julio
Asistencia
MARTES
MIERCOLES
JUEVES
VIERNES
1
7
13
16
19
22
Carla
Jacqueline
Gustavo
Yoni
Pre
Orientation
Language
Learning
Opportunities
School

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Chapter VI:
City-by-City Profiles

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Chapter VI: City-by-City Profiles

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City-by-City Profiles

This section of the report contains data on a city-by-city basis, using the same indicators presented in previous chapters: student demographics, urban school system characteristics, readiness to learn, graduation rates, academic achievement, teachers, postsecondary opportunities, safe and caring environment, and funding and parental involvement.

These profiles contain a number of features. First, we have put the profile of each individual city on facing pages to caution against unwarranted comparisons between districts. Second, under the name of the district on the left hand page is the national rank of each city school system in size. Third, a "Notes" section is provided to help define terms and provide other supplemental or explanatory information. Fourth, each city profile contains a graph showing that city's share of various totals of the state in which that city is located. For New York , for example, the graph shows that the city school system enrolls 37% of New York's total K-12 public school children and receives about 46% of the state's total K-12 expenditures. It also shows that New York serves about 57% of the state's poor children, 90% of its limited English proficient children and 28% of its disabled youngsters. All percents have been rounded to the nearest whole number due to space limitations. Finally, the reader will find two fold-outs in the back of the report identical in format to the individual city profiles. One fold-out contains data aggregated across all "the Great City Schools" and the other contains data on "the Nation." These fold-outs were designed to allow the reader to compare an individual city to cities in general and to the nation. A comparison of the cities and the nation is also found in the "Introduction" of this report.

All comparisons, however, have to be done with a great deal of caution, and we urge the reader to contact the Council for appropriate ways of doing so. The "Notes" sections of each city should always be consulted when looking at city data. Three data areas warrant special mention here: dropouts, achievement, and postsecondary plans. The annual and four year dropout data in each profile are those reported by the district itself. These are not comparable across school systems, although we have computed a median for "the Great City Schools" fold-out in the back and have presented them in bands in Chapter II. The reader will find vast variations in the rates that reflect differing definitions and calculation methods, not differing levels of school leaving. Future reports will attempt to standardize these. Achievement data also may not be comparable in all cases. The reader will find that different tests are used in each system, and that they are often given in different grades to various types and numbers of students. The reader is encouraged to consult the "Notes" section to ascertain which tests are given to whom. Finally, there are tremendous variations in the percent of students pursuing the specified postsecondary activities from one city to another. Some of this variation is real, and some is a function of how each district collected its data. As explained in the footnotes for these data, some districts collected data on high school seniors' plans for the following year, while others actually did one year follow-ups. In addition, some districts surveyed samples of students (with different response rates) while others collected data on the universe of students.

Chapter IV, "Data Limitations and Future Indicators," contains additional explanations about the data in this report and improvements we plan to make in the years ahead.

Atlanta Public Schools

National rank by enrollment: 53

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	383,000 [a]
-Public school enrollment:	58,744
-Percent change in enrollment (1990-1992):	-1.8% [b]
-Percent of enrollment free or reduced price lunch:	71.4%
-Percent of enrollment limited-English proficient:	0.9%
-Percent of enrollment disabled:	7.5% [c]
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	91.1%
-Percent of enrollment white:	6.7%
-Percent of enrollment Hispanic:	1.4%
-Percent of enrollment Asian/Pacific Islander:	0.8%
-Percent of enrollment Alaskan/Native American/other:	0.0%
State	
-Percent of state's school enrollment:	4.9%
-Percent of state's school poor:	9.0%
-Percent of state's school limited-English proficient:	8.4%
-Percent of state's school disabled:	4.9%
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	NA
-Percent of state's school white:	NA
-Percent of state's school Hispanic:	NA
-Percent of state's school Asian/Pacific Islander:	NA
-Percent of state's school Alaskan/Native American/other:	NA

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	9
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1994
-Number of days teachers are on duty:	190 [d]
-Teacher bargaining unit:	NEA
-Total number of schools:	109
-Court order for desegregation:	Unitary

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [e]
2. Formalized or standardized assessments used:	Yes [e]
3. Percent of entering 1st graders with:	
-full day of kindergarten:	98.9%
-half day of kindergarten:	0.0%
-no prior schooling:	1.1%
-undetermined:	0.0%
4. Number of pre-kindergarten pupils per teacher/staff:	5.8
5. Number of kindergarten pupils per teacher/staff:	10.8
6. State requires early childhood/pre-k teacher credential:	No
7. Percent of teachers with early childhood pre-kindergarten credential:	100.0%
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	2,643
2. Annual dropout rate:	15.0% [f]
3. Percent change in annual dropout rate (1990-92):	-11.8%
4. 4-year dropout rate:	34.0% [g]
5. Percent change in 4-year dropout rate (1990-92):	+6.3%
6. Unweighted average high school daily attendance rate:	NA
7. % of schools with dropout prevention programs for teen mothers:	1-25%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	ITBS/ TAP [h]
2. Percent of students scoring in bottom quarter:	27.7%
3. Percent of students scoring in top quarter:	19.8%
4. Percent of students scoring above national norm:	44.2%
Math	
5. Standardized test(s) administered:	ITBS/TAP [i]
6. Percent of students scoring in bottom quarter:	26.4%
7. Percent of students scoring in top quarter:	23.5%
8. Percent of students scoring above national norm:	45.5%
9. District reports alternative assessment data:	Yes [j]
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	56.6%
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	23.8% [k]
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	5.9% [k]
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	6.9% [k]
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	1-25%
16. % of schools with bilingual ed or ESL programs:	1-25%
17. % of schools with privatized/contracted instruction:	1-25%

Goal 4: Quality Teachers

1. Total number of teachers:	3,708
2. Percent of English teachers fully certified:	100.0%
3. Percent of Math teachers fully certified:	100.0%
4. Percent of Science teachers fully certified:	100.0%
5. Percent of teachers who are minority:	83.2%
6. Average teacher salary:	$38,665
7. Average high school class size:	20.3
8. Number of languages spoken by students:	35
9. Number of languages in which instruction is provided	5
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	NA

Atlanta Public Schools

Great City School rank by enrollment: 28

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	11.4%
-enrolled in four-year colleges:	49.2%
-enrolled in two-year colleges:	6.7%
-performing military service:	4.4%
-employed full-time:	11.7%
-undetermined:	16.7%
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	76-100%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	5.3
2. Drug/alcohol incidents per 1,000 students:	0.7
3. Suspensions per 1,000 students:	57.3
4. Expulsions per 1,000 students:	0.2
5. Number of schools with health clinics:	87 [l]
6. Number of student visits to health clinics:	57,799 [m]
7. Total amount of deferred maintenance (in millions):	$159.0
8. Average age of school buildings:	32 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	76-100%
13. % of schools with programs to reduce student suicide and stress:	76-100%
14. % of schools with programs to reduce crime/gangs:	51-75%
15. % of schools with pregnancy prevention programs:	76-100%
16. % of schools with programs for homeless children:	76-100%
17. % of schools with progs. to prevent sexual harassment:	None

Goal 7: Adequate Funding

1. Bonded debt rating:	Aa
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$6,397 [n]
4. Percent of revenues from local sources:	59.8%
5. Percent of revenues from state sources:	30.7%
6. Percent of revenues from federal sources:	9.6%
7. Percent of state's elementary and secondary expenditures:	6.7%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	2
2. % of schools with parenting programs for adults:	76-100%
3. % of schools with parenting programs for teens:	1-25%
4. % of schools with programs for latchkey students:	51-75%
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	1-25%

NOTES

a Population of the city of Atlanta, 1992

b Includes 172 students (in 1990-91) and 136 students (in 1992-93) whose race/ethnicity could not be identified or classified into an OCR category. Thus, totals by race/ethnicity may not equal grade totals.

c Eligible for services under PL94-142.

d Includes instructional days in the classroom and other days.

e Age is the primary criteria for assessment. The Georgia Kindergarten Assessment Program (GKAP) is used as an ongoing informal assessment. One quarter of the district's schools also use the Developmental Skills Checklist (DSI) to establish eligibility for the state funded intervention program.

f Annual dropout rate: the number of students who have ceased to attend school minus the number who graduated or transferred, divided by the total number of students at the beginning of a given period.

g Four-year dropout rate: the number of students at the beginning of a four-year period minus the number of students who have deceased, graduated, transferred, or are still enrolled, divided by the total number of students at the beginning of the period.

h Iowa Test of Basic Skills and the Test of Achievement and Proficiency, grades 1, 2, 4, 6, 7, 9, and 10.

i Iowa Test of Basic Skills and Test of Achievement and Proficiency, grades 3, 5, 8, and 11.

j Mifflin Periodic Survey and Theme Tests and Georgia Kindergarten Assessment Program.

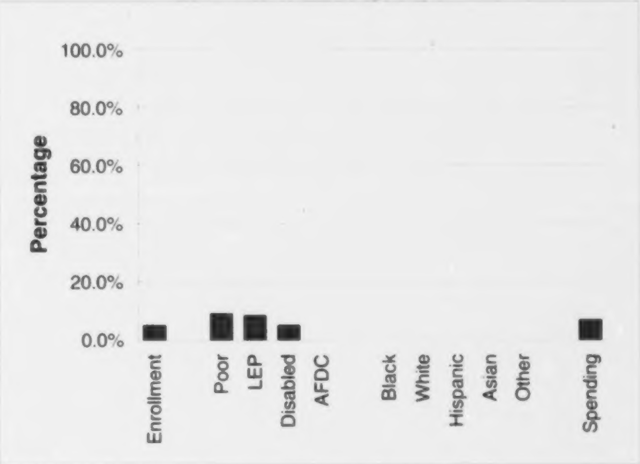
k The Advanced Placement completion rates reflect duplicated counts and actually represent 678 individual students in English, 168 in math, and 197 in science.

l These health clinics are staffed by a rotation of nurses with advanced training in the administering of medical care to students. Clinics are equipped with facilities beyond the typical nurse's offices.

m Figure represents duplicated counts.

n Figure includes the sum of all local, state, and federal revenues divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure figure.

Atlanta's Share of Georgia's Totals



Note: Percentages are rounded to the nearest whole number

Baltimore Public Schools

National rank by enrollment: 17

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	726,000 [a]
-Public school enrollment:	110,662
-Percent change in enrollment (1990-1992):	+1.8%
-Percent of enrollment free or reduced price lunch:	62.0%
-Percent of enrollment limited-English proficient:	NA
-Percent of enrollment disabled:	14.9% [b]
-Percent of enrollment AFDC:	23.7%
-Percent of enrollment African-American:	82.3%
-Percent of enrollment white:	16.5%
-Percent of enrollment Hispanic:	0.3%
-Percent of enrollment Asian/Pacific Islander:	0.5%
-Percent of enrollment Alaskan/Native American/other:	0.4%
State	
-Percent of state's school enrollment:	14.7%
-Percent of state's school poor:	38.9%
-Percent of state's school limited-English proficient:	NA
-Percent of state's school disabled:	19.2%
-Percent of state's school AFDC:	31.7%
-Percent of state's school African-American:	36.0%
-Percent of state's school white:	4.1%
-Percent of state's school Hispanic:	1.8%
-Percent of state's school Asian/Pacific Islander:	1.9%
-Percent of state's school Alaskan/Native American/other:	22.9%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	9
-How School Board is chosen:	Appointed
-School Board term of office:	6 years
-Year current superintendent was hired:	1991
-Number of days teachers are on duty:	186 [c]
-Teacher bargaining unit:	AFT
-Total number of schools:	178
-Court order for desegregation:	Unitary

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes
2. Formalized or standardized assessments used:	Yes
3. Percent of entering 1st graders with:	
-full day of kindergarten:	NA [d]
-half day of kindergarten:	NA [d]
-no prior schooling:	NA
-undetermined:	NA
4. Number of pre-kindergarten pupils per teacher/staff:	NA
5. Number of kindergarten pupils per teacher/staff:	NA
6. State requires early childhood/pre-k teacher credential:	No
7. Percent of teachers with early childhood pre-kindergarten credential:	NA
8. Percent of teachers with kindergarten or elementary school credential:	NA
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	3,016
2. Annual dropout rate:	NA
3. Percent change in annual dropout rate (1990-92):	NA
4. 4-year dropout rate:	NA
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	79.3%
7. % of schools with dropout prevention programs for teen mothers:	1-25%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	CTBS [e]
2. Percent of students scoring in bottom quarter:	38.0%
3. Percent of students scoring in top quarter:	16.1%
4. Percent of students scoring above national norm:	35.6%
Math	
5. Standardized test(s) administered:	CTBS [e]
6. Percent of students scoring in bottom quarter:	38.7%
7. Percent of students scoring in top quarter:	19.9%
8. Percent of students scoring above national norm:	38.3%
9. District reports alternative assessment data:	Yes
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	NA
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	NA
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	NA
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	1-25%
16. % of schools with bilingual ed or ESL programs:	1-25%
17. % of schools with privatized/contracted instruction:	1-25%

Goal 4: Quality Teachers

1. Total number of teachers:	6,214
2. Percent of English teachers fully certified:	NA
3. Percent of Math teachers fully certified:	NA
4. Percent of Science teachers fully certified:	NA
5. Percent of teachers who are minority:	64.9%
6. Average teacher salary:	$36,147
7. Average high school class size:	NA
8. Number of languages spoken by students:	58
9. Number of languages in which instruction is provided	NA
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	1-25%

Baltimore Public Schools

Great City School rank by enrollment: 12

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	4.5%
-enrolled in four-year colleges:	33.7%
-enrolled in two-year colleges:	15.4%
-performing military service:	4.4%
-employed full-time:	15.7%
-undetermined:	26.3%
2. % of schools with higher education awareness programs for junior/middle school students:	1-25%
3. % of schools with voter registration programs:	1-25%
4. % of schools with community service programs:	1-25%
5. % of schools with job training programs for youth:	1-25%
6. % of schools with business collaboratives:	51-75%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	4.5
2. Drug/alcohol incidents per 1,000 students:	0.5
3. Suspensions per 1,000 students:	150.5
4. Expulsions per 1,000 students:	1.1
5. Number of schools with health clinics:	10
6. Number of student visits to health clinics:	7500+ [f]
7. Total amount of deferred maintenance (in millions):	$350.0
8. Average age of school buildings:	30 years
9. % of schools with drug education programs:	1-25%
10. % of schools with HIV/STD prevention programs:	1-25%
11. % of schools with nutrition education programs:	26-50%
12. % of schools with programs for children of drug-addicted parents:	1-25%
13. % of schools with programs to reduce student suicide and stress:	1-25%
14. % of schools with programs to reduce crime/gangs:	76-100%
15. % of schools with pregnancy prevention programs:	1-25%
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	1-25%

Goal 7: Adequate Funding

1. Bonded debt rating:	NA
2. Local school taxing authority:	Dependent
3. Total revenues per student:	$5,933 [g]
4. Percent of revenues from local sources:	29.6%
5. Percent of revenues from state sources:	57.5%
6. Percent of revenues from federal sources:	12.9%
7. Percent of state's elementary and secondary expenditures:	14.6%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	1-25%
3. % of schools with parenting programs for teens:	1-25%
4. % of schools with programs for latchkey students:	1-25%
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	76-100%

NOTES

[a] Population of the city of Baltimore, 1992.

[b] Eligible for services under PL94-142.

[c] Includes instructional days in classroom and other days.

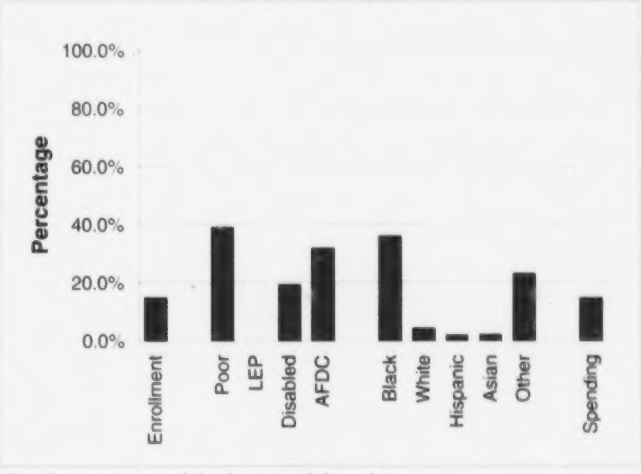
[d] 88.7% of entering grade 1 students had either full day or half day kindergarten experience.

[e] Comprehensive Test of Basic Skills, grades K-5, 8

[f] Figure represents actual number of students who visited clinics at one time or another.

[g] Figure includes the sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Baltimore's Share of Maryland's Totals



Note: Percentages are rounded to the nearest whole number

Birmingham Public Schools

National rank by enrollment: 90

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	265,000 [a]
-Public school enrollment:	42,524
-Percent change in enrollment (1990-1992):	+2.0%
-Percent of enrollment free or reduced price lunch:	NA
-Percent of enrollment limited-English proficient:	NA
-Percent of enrollment disabled:	NA
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	89.6%
-Percent of enrollment white:	10.0%
-Percent of enrollment Hispanic:	0.1%
-Percent of enrollment Asian/Pacific Islander:	0.3%
-Percent of enrollment Alaskan/Native American/other:	0.0%
State	
-Percent of state's school enrollment:	5.9%
-Percent of state's school poor:	NA
-Percent of state's school limited-English proficient:	NA
-Percent of state's school disabled:	NA
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	14.8%
-Percent of state's school white:	0.9%
-Percent of state's school Hispanic:	1.3%
-Percent of state's school Asian/Pacific Islander:	3.5%
-Percent of state's school Alaskan/Native American/other:	0.1%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	5
-How School Board is chosen:	Appointed
-School Board term of office:	5 years
-Year current superintendent was hired:	1988
-Number of days teachers are on duty:	182 [b]
-Teacher bargaining unit:	NEA
-Total number of schools:	85
-Court order for desegregation:	NA

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	NA
2. Formalized or standardized assessments used:	NA
3. Percent of entering 1st graders with:	
-full day of kindergarten:	NA
-half day of kindergarten:	NA
-no prior schooling:	NA
-undetermined:	NA
4. Number of pre-kindergarten pupils per teacher/staff:	NA
5. Number of kindergarten pupils per teacher/staff:	NA
6. State requires early childhood/pre-k teacher credential:	NA
7. Percent of teachers with early childhood pre-kindergarten credential:	NA
8. Percent of teachers with kindergarten or elementary school credential:	NA
9. % of schools with child care for infants of teen moms:	NA

Goal 2: Increased Graduation Rates

1. Total number of graduates:	1,449
2. Annual dropout rate:	NA
3. Percent change in annual dropout rate (1990-92):	NA
4. 4-year dropout rate:	NA
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	NA
7. % of schools with dropout prevention programs for teen mothers:	NA

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	NA
2. Percent of students scoring in bottom quarter:	NA
3. Percent of students scoring in top quarter:	NA
4. Percent of students scoring above national norm:	NA
Math	
5. Standardized test(s) administered:	NA
6. Percent of students scoring in bottom quarter:	NA
7. Percent of students scoring in top quarter:	NA
8. Percent of students scoring above national norm:	NA
9. District reports alternative assessment data:	NA
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	NA
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	NA
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	NA
14. % of schools with magnet programs:	NA
15. % of schools with open enrollment programs:	NA
16. % of schools with bilingual ed or ESL programs:	NA
17. % of schools with privatized/contracted instruction:	NA

Goal 4: Quality Teachers

1. Total number of teachers:	2,490
2. Percent of English teachers fully certified:	NA
3. Percent of Math teachers fully certified:	NA
4. Percent of Science teachers fully certified:	NA
5. Percent of teachers who are minority:	NA
6. Average teacher salary:	$27,529
7. Average high school class size:	NA
8. Number of languages spoken by students:	NA
9. Number of languages in which instruction is provided	NA
10. % of schools with future teacher programs:	NA
11. % of schools with teacher or staff in-service training in urban culture or race relations:	NA

Birmingham Public Schools

Great City School rank by enrollment: 40

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	NA
-enrolled in four-year colleges:	NA
-enrolled in two-year colleges:	NA
-performing military service:	NA
-employed full-time:	NA
-undetermined:	NA
2. % of schools with higher education awareness programs for junior/middle school students:	NA
3. % of schools with voter registration programs:	NA
4. % of schools with community service programs:	NA
5. % of schools with job training programs for youth:	NA
6. % of schools with business collaboratives:	NA

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	NA
2. Drug/alcohol incidents per 1,000 students:	NA
3. Suspensions per 1,000 students:	NA
4. Expulsions per 1,000 students:	NA
5. Number of schools with health clinics:	NA
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	NA
8. Average age of school buildings:	NA
9. % of schools with drug education programs:	NA
10. % of schools with HIV/STD prevention programs:	NA
11. % of schools with nutrition education programs:	NA
12. % of schools with programs for children of drug-addicted parents:	NA
13. % of schools with programs to reduce student suicide and stress:	NA
14. % of schools with programs to reduce crime/gangs:	NA
15. % of schools with pregnancy prevention programs:	NA
16. % of schools with programs for homeless children:	NA
17. % of schools with progs. to prevent sexual harassment:	NA

Goal 7: Adequate Funding

1. Bonded debt rating:	NA
2. Local school taxing authority:	NA
3. Total revenues per student:	$3,733 [c]
4. Percent of revenues from local sources:	24.2%
5. Percent of revenues from state sources:	60.1%
6. Percent of revenues from federal sources:	15.7%
7. Percent of state's elementary and secondary expenditures:	6.2%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	NA
3. % of schools with parenting programs for teens:	NA
4. % of schools with programs for latchkey students:	NA
5. % of schools with adult ed or literacy programs:	NA
6. % of schools with site-based management programs:	NA

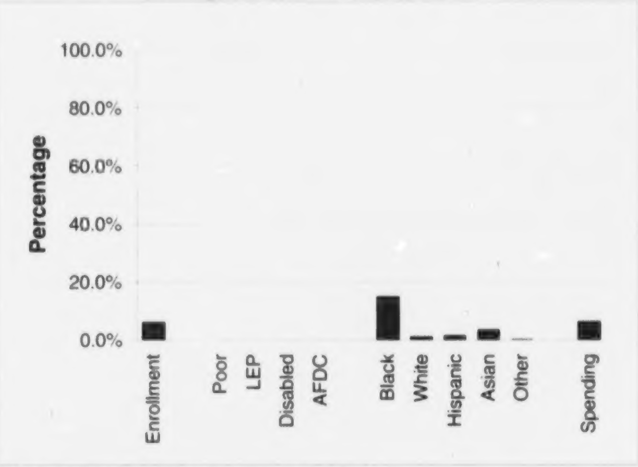
NOTES

a Population of the city of Birmingham, 1992.

b Includes instructional days in classroom and other days.

c Figure includes the sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Birmingham's Share of Alabama's Totals



Note: Percentages are rounded to the nearest whole number

Boston Public Schools

National rank by enrollment: 51

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	551,000 [a]
-Public school enrollment:	62,407
-Percent change in enrollment (1990-1992):	+2.4%
-Percent of enrollment free or reduced price lunch:	58.3%
-Percent of enrollment limited-English proficient:	22.0%
-Percent of enrollment disabled:	18.5% [b]
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	47.6%
-Percent of enrollment white:	20.2%
-Percent of enrollment Hispanic:	22.7%
-Percent of enrollment Asian/Pacific Islander:	9.1%
-Percent of enrollment Alaskan/Native American/other:	0.4%
State	
-Percent of state's school enrollment:	7.3%
-Percent of state's school poor:	18.6%
-Percent of state's school limited-English proficient:	32.3%
-Percent of state's school disabled:	8.9%
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	43.2%
-Percent of state's school white:	1.8%
-Percent of state's school Hispanic:	19.5%
-Percent of state's school Asian/Pacific Islander:	18.5%
-Percent of state's school Alaskan/Native American/other:	20.0%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Appointed
-School Board term of office:	4 years
-Year current superintendent was hired:	1991
-Number of days teachers are on duty:	183 [c]
-Teacher bargaining unit:	AFT
-Total number of schools:	117
-Court order for desegregation:	Unitary

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [d]
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	NA
-half day of kindergarten:	NA
-no prior schooling:	NA
-undetermined:	NA
4. Number of pre-kindergarten pupils per teacher/staff:	25.1
5. Number of kindergarten pupils per teacher/staff:	25.1
6. State requires early childhood/pre-k teacher credential:	No
7. Percent of teachers with early childhood pre-kindergarten credential:	NA
8. Percent of teachers with kindergarten or elementary school credential:	NA
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	2,895
2. Annual dropout rate:	8.7% [e]
3. Percent change in annual dropout rate (1990-92):	-11.2%
4. 4-year dropout rate:	NA
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	83.0%
7. % of schools with dropout prevention programs for teen mothers:	26-50%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	MAT6 [f]
2. Percent of students scoring in bottom quarter:	23.0%
3. Percent of students scoring in top quarter:	25.1%
4. Percent of students scoring above national norm:	50.0%
Math	
5. Standardized test(s) administered:	MAT6 [f]
6. Percent of students scoring in bottom quarter:	18.8%
7. Percent of students scoring in top quarter:	32.1%
8. Percent of students scoring above national norm:	56.8%
9. District reports alternative assessment data:	No
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	NA
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	NA
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	NA
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	None
16. % of schools with bilingual ed or ESL programs:	51-75%
17. % of schools with privatized/contracted instruction:	None

Goal 4: Quality Teachers

1. Total number of teachers:	4,439
2. Percent of English teachers fully certified:	100.0%
3. Percent of Math teachers fully certified:	100.0%
4. Percent of Science teachers fully certified:	100.0%
5. Percent of teachers who are minority:	36.9%
6. Average teacher salary:	$43,600
7. Average high school class size:	NA
8. Number of languages spoken by students:	17
9. Number of languages in which instruction is provided	9
10. % of schools with future teacher programs:	None
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

Boston Public Schools

Great City School rank by enrollment: 26

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	3.0%
-enrolled in four-year colleges:	39.0%
-enrolled in two-year colleges:	16.0%
-performing military service:	2.0%
-employed full-time:	7.0%
-undetermined:	33.0%
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	51-75%
5. % of schools with job training programs for youth:	51-75%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	NA
2. Drug/alcohol incidents per 1,000 students:	NA
3. Suspensions per 1,000 students:	41.6
4. Expulsions per 1,000 students:	NA
5. Number of schools with health clinics:	2
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	$3.5
8. Average age of school buildings:	NA
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	1-25%
13. % of schools with programs to reduce student suicide and stress:	76-100%
14. % of schools with programs to reduce crime/gangs:	76-100%
15. % of schools with pregnancy prevention programs:	76-100%
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	76-100%

Goal 7: Adequate Funding

1. Bonded debt rating:	NA
2. Local school taxing authority:	Dependent
3. Total revenues per student:	$7,146 [g]
4. Percent of revenues from local sources:	64.5%
5. Percent of revenues from state sources:	24.1%
6. Percent of revenues from federal sources:	11.4%
7. Percent of state's elementary and secondary expenditures:	8.5%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	1-25%
3. % of schools with parenting programs for teens:	1-25%
4. % of schools with programs for latchkey students:	1-25%
5. % of schools with adult ed or literacy programs:	26-50%
6. % of schools with site-based management programs:	76-100%

NOTES

a Population of the city of Boston, 1992.

b Eligible for services under PL94-142.

c Includes instructional days in the classroom and other days.

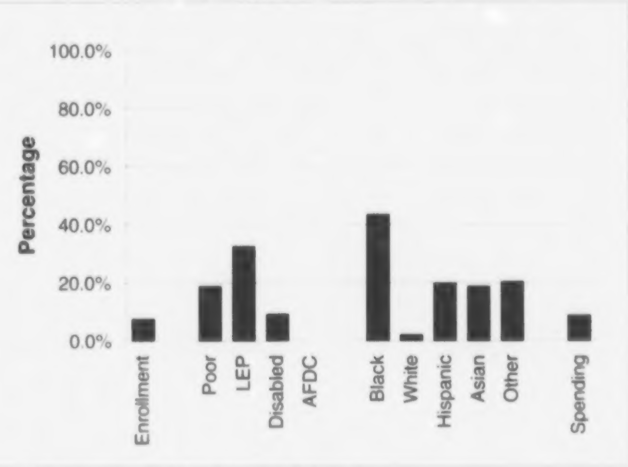
d System uses age (4 years by September 1 for pre-kindergarten; 5 years by September 1 for kindergarten) as primary criteria for entrance into kindergarten; every kindergarten pupil is given a Hainsworth Test to assess special needs; pupils are observed by the teacher or referred to the Special Education Department for further testing.

e Annual dropout rate: the number of students who cease to attend school during a given year for any reason other than death, transferring of schools, graduation, or expulsion, regardless of whether or not the student is age 16, divided by the total cumulative enrollment minus transfers.

f Metropolitan Achievement Tests, 6th edition, grades 1-12.

g Figure includes the sum of all revenues from local, state, and federal sources divided by enrollment. Result is comparable or equivalent to an average per pupil expenditure figure.

Boston's Share of Massachussetts' Totals



Note: Percentages are rounded to the nearest whole number

Broward County Public Schools

National rank by enrollment: 7

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	1,301,274 [a]
-Public school enrollment:	178,808
-Percent change in enrollment (1990-1992):	+16.0%
-Percent of enrollment free or reduced price lunch:	36.7%
-Percent of enrollment limited-English proficient:	6.0%
-Percent of enrollment disabled:	13.9% [b]
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	33.2%
-Percent of enrollment white:	53.6%
-Percent of enrollment Hispanic:	10.7%
-Percent of enrollment Asian/Pacific Islander:	2.3%
-Percent of enrollment Alaskan/Native American/other:	0.3%
State	
-Percent of state's school enrollment:	9.0%
-Percent of state's school poor:	8.7%
-Percent of state's school limited-English proficient:	12.8%
-Percent of state's school disabled:	11.8%
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	12.4%
-Percent of state's school white:	8.1%
-Percent of state's school Hispanic:	7.3%
-Percent of state's school Asian/Pacific Islander:	12.7%
-Percent of state's school Alaskan/Native American/other:	14.1%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1990
-Number of days teachers are on duty:	190 [c]
-Teacher bargaining unit:	BTU
-Total number of schools:	185
-Court order for desegregation:	Voluntary

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [d]
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	100.0%
-half day of kindergarten:	0.0%
-no prior schooling:	0.0%
-undetermined:	0.0%
4. Number of pre-kindergarten pupils per teacher/staff:	9.9
5. Number of kindergarten pupils per teacher/staff:	NA
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	100.0%
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	8,659
2. Annual dropout rate:	2.4% [e]
3. Percent change in annual dropout rate (1990-92):	-60.8%
4. 4-year dropout rate:	NA
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	88.5%
7. % of schools with dropout prevention programs for teen mothers:	1-25%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	SAT [f]
2. Percent of students scoring in bottom quarter:	29.4%
3. Percent of students scoring in top quarter:	21.8%
4. Percent of students scoring above national norm:	44.9%
Math	
5. Standardized test(s) administered:	SAT [f]
6. Percent of students scoring in bottom quarter:	25.2%
7. Percent of students scoring in top quarter:	29.0%
8. Percent of students scoring above national norm:	51.5%
9. District reports alternative assessment data:	No
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	66.1%
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	4.8%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	2.8%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	3.3%
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	1-25%
16. % of schools with bilingual ed or ESL programs:	76-100%
17. % of schools with privatized/contracted instruction:	1-25%

Goal 4: Quality Teachers

1. Total number of teachers:	10,281
2. Percent of English teachers fully certified:	NA
3. Percent of Math teachers fully certified:	NA
4. Percent of Science teachers fully certified:	NA
5. Percent of teachers who are minority:	22.0%
6. Average teacher salary:	$36,368
7. Average high school class size:	NA
8. Number of languages spoken by students:	63
9. Number of languages in which instruction is provided	NA
10. % of schools with future teacher programs:	76-100%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	1-25%

Broward County Public Schools

Great City School rank by enrollment: 7

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	6.8%
-enrolled in four-year colleges:	32.0%
-enrolled in two-year colleges:	30.6%
-performing military service:	NA
-employed full-time:	NA
-undetermined:	30.5%
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	76-100%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	1.0 [g]
2. Drug/alcohol incidents per 1,000 students:	0.4 [h]
3. Suspensions per 1,000 students:	133.6
4. Expulsions per 1,000 students:	0.6
5. Number of schools with health clinics:	0
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	$41.0
8. Average age of school buildings:	23 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	26-50%
13. % of schools with programs to reduce student suicide and stress:	76-100%
14. % of schools with programs to reduce crime/gangs:	76-100%
15. % of schools with pregnancy prevention programs:	76-100%
16. % of schools with programs for homeless children:	76-100%
17. % of schools with progs. to prevent sexual harassment:	1-25%

Goal 7: Adequate Funding

1. Bonded debt rating:	A1/Aa
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$6,205 [i]
4. Percent of revenues from local sources:	51.5%
5. Percent of revenues from state sources:	42.8%
6. Percent of revenues from federal sources:	5.7%
7. Percent of state's elementary and secondary expenditures:	11.6%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	3.6
2. % of schools with parenting programs for adults:	1-25%
3. % of schools with parenting programs for teens:	1-25%
4. % of schools with programs for latchkey students:	76-100%
5. % of schools with adult ed or literacy programs:	76-100%
6. % of schools with site-based management programs:	76-100%

NOTES

[a] Population of Broward County, 1992.

[b] Eligible for services under PL94-142.

[c] Includes instructional days in classroom and other days.

[d] All entering students are screened for vision, hearing, development, medical history, and speech/language abilities. The results are used to inform parents during conferences and to make curriculum adjustments and follow-up referrals to medical and social service providers.

[e] Annual dropout rate: the number of students entering grade 9 minus a "mobility adjustment" divided by the number of graduates.

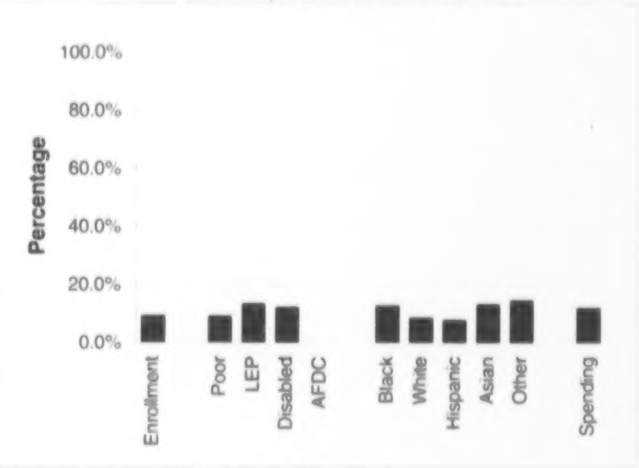
[f] Stanford Achievement Test, grades 3-9.

[g] A weapon is defined as any object which, when used causes bodily harm or serves to threaten another person.

[h] Drugs or alcohol are defined as any and all substances which when taken, causes the user to become incoherent or unaware of their surroundings and a threat to themselves and others.

[i] Figure includes the sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Broward County's Share of Florida's Totals



Note: Percentages are rounded to the nearest whole number

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Buffalo Public Schools

National rank by enrollment: 71

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	323,284 [a]
-Public school enrollment:	48,290
-Percent change in enrollment (1990-1992):	+1.3%
-Percent of enrollment free or reduced price lunch:	77.0%
-Percent of enrollment limited-English proficient:	5.7%
-Percent of enrollment disabled:	5.7% [b]
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	49.8%
-Percent of enrollment white:	38.5%
-Percent of enrollment Hispanic:	9.1%
-Percent of enrollment Asian/Pacific Islander:	1.4%
-Percent of enrollment Alaskan/Native American/other:	1.2%
State	
-Percent of state's school enrollment:	1.8%
-Percent of state's school poor:	3.6%
-Percent of state's school limited-English proficient:	1.6%
-Percent of state's school disabled:	1.1%
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	4.5%
-Percent of state's school white:	1.2%
-Percent of state's school Hispanic:	1.0%
-Percent of state's school Asian/Pacific Islander:	0.5%
-Percent of state's school Alaskan/Native American/other:	6.6%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	9
-How School Board is chosen:	Elected
-School Board term of office:	5 years
-Year current superintendent was hired:	1989
-Number of days teachers are on duty:	185 [c]
-Teacher bargaining unit:	NEA
-Total number of schools:	111
-Court order for desegregation:	Federal

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [d]
2. Formalized or standardized assessments used:	Yes
3. Percent of entering 1st graders with:	
-full day of kindergarten:	80.3%
-half day of kindergarten:	16.0%
-no prior schooling:	NA
-undetermined:	3.7%
4. Number of pre-kindergarten pupils per teacher/staff:	11.1
5. Number of kindergarten pupils per teacher/staff:	14.7
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	NA
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	2,022
2. Annual dropout rate:	4.5% [e]
3. Percent change in annual dropout rate (1990-92):	+21.6%
4. 4-year dropout rate:	4.3% [f]
5. Percent change in 4-year dropout rate (1990-92):	-14.0%
6. Unweighted average high school daily attendance rate:	88.9%
7. % of schools with dropout prevention programs for teen mothers:	1-25%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	CTBS/4 [g]
2. Percent of students scoring in bottom quarter:	32.3%
3. Percent of students scoring in top quarter:	18.2%
4. Percent of students scoring above national norm:	40.1%
Math	
5. Standardized test(s) administered:	SAT/8 [h]
6. Percent of students scoring in bottom quarter:	31.4%
7. Percent of students scoring in top quarter:	21.1%
8. Percent of students scoring above national norm:	42.7%
9. District reports alternative assessment data:	No
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	4.4% [i]
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	2.1% [i]
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	2.3% [i]
14. % of schools with magnet programs:	26-50%
15. % of schools with open enrollment programs:	None
16. % of schools with bilingual ed or ESL programs:	1-25%
17. % of schools with privatized/contracted instruction:	None

Goal 4: Quality Teachers

1. Total number of teachers:	3,527
2. Percent of English teachers fully certified:	100.0%
3. Percent of Math teachers fully certified:	100.0%
4. Percent of Science teachers fully certified:	99.4%
5. Percent of teachers who are minority:	21.6%
6. Average teacher salary:	$34,944
7. Average high school class size:	NA
8. Number of languages spoken by students:	29
9. Number of languages in which instruction is provided	7
10. % of schools with future teacher programs:	None
11. % of schools with teacher or staff in-service training in urban culture or race relations:	1-25%

Buffalo Public Schools

Great City School rank by enrollment: 35

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	1.3%
-enrolled in four-year colleges:	43.4%
-enrolled in two-year colleges:	28.2%
-performing military service:	5.6%
-employed full-time:	18.5%
-undetermined:	2.9%
2. % of schools with higher education awareness programs for junior/middle school students:	51-75%
3. % of schools with voter registration programs:	26-50%
4. % of schools with community service programs:	26-50%
5. % of schools with job training programs for youth:	26-50%
6. % of schools with business collaboratives:	51-75%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	1.3
2. Drug/alcohol incidents per 1,000 students:	0.5
3. Suspensions per 1,000 students:	42.5
4. Expulsions per 1,000 students:	19.2
5. Number of schools with health clinics:	5
6. Number of student visits to health clinics:	0
7. Total amount of deferred maintenance (in millions):	$158.5
8. Average age of school buildings:	60 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	None
13. % of schools with programs to reduce student suicide and stress:	26-50%
14. % of schools with programs to reduce crime/gangs:	26-50%
15. % of schools with pregnancy prevention programs:	None
16. % of schools with programs for homeless children:	None
17. % of schools with progs. to prevent sexual harassment:	76-100%

Goal 7: Adequate Funding

1. Bonded debt rating:	Baa1
2. Local school taxing authority:	Dependent
3. Total revenues per student:	$7,519[j]
4. Percent of revenues from local sources:	21.6%
5. Percent of revenues from state sources:	66.0%
6. Percent of revenues from federal sources:	12.4%
7. Percent of state's elementary and secondary expenditures:	1.8%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	None
3. % of schools with parenting programs for teens:	1-25%
4. % of schools with programs for latchkey students:	1-25%
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	26-50%

NOTES

a Population of the city of Buffalo, 1992.

b Eligible for services under PL94-142.

c Includes instructional days in classroom and other days.

d System uses anecdotal records, parent observation forms, demographic and financial information, and standardized test information, including Kindergarten Intervention, Reading Inventory, Boehm Slater/Language Assessment and Early Intervention Survey to infer need.

e A dropout is defined as a student, age 16 or older, who ceases to attend school, receives a full-time employment certificate and does not enter a GED program.

f Includes figures from 1989-90 through 1992-93.

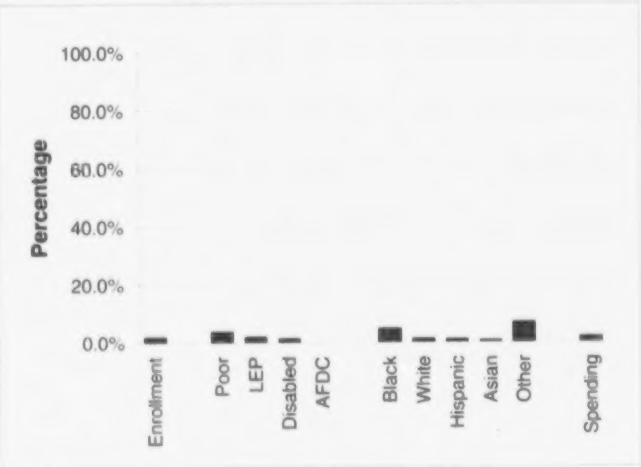
g Comprehensive Test of Basic Skills, grades 1-12.

h Stanford Achievement Test, grades 1-12

i Advanced Placement data does not include 20% of the high schools.

j Figure includes the sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Buffalo's Share of New York's Totals



Note: Percentages are rounded to the nearest whole number

Chicago Public Schools

National rank by enrollment: 3

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	2,768,000 [a]
-Public school enrollment:	411,582
-Percent change in enrollment (1990-1992):	+0.7%
-Percent of enrollment free or reduced price lunch:	68.1%
-Percent of enrollment limited-English proficient:	11.3%
-Percent of enrollment disabled:	11.5% [b]
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	56.2%
-Percent of enrollment white:	11.6%
-Percent of enrollment Hispanic:	29.0%
-Percent of enrollment Asian/Pacific Islander:	3.0%
-Percent of enrollment Alaskan/Native American/other:	0.2%
State	
-Percent of state's school enrollment:	22.0%
-Percent of state's school poor:	49.5%
-Percent of state's school limited-English proficient:	58.8%
-Percent of state's school disabled:	23.0%
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	58.0%
-Percent of state's school white:	3.9%
-Percent of state's school Hispanic:	59.1%
-Percent of state's school Asian/Pacific Islander:	23.4%
-Percent of state's school Alaskan/Native American/other:	30.5%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	15
-How School Board is chosen:	Appointed
-School Board term of office:	4 years
-Year current superintendent was hired:	1993
-Number of days teachers are on duty:	185 [c]
-Teacher bargaining unit:	AFT
-Total number of schools:	550
-Court order for desegregation:	Federal

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [d]
2. Formalized or standardized assessments used:	Yes [e]
3. Percent of entering 1st graders with:	
-full day of kindergarten:	45.2%
-half day of kindergarten:	54.8%
-no prior schooling:	NA
-undetermined:	NA
4. Number of pre-kindergarten pupils per teacher/staff:	NA
5. Number of kindergarten pupils per teacher/staff:	24.6
6. State requires early childhood/pre-k teacher credential:	No
7. Percent of teachers with early childhood pre-kindergarten credential:	76.3%
8. Percent of teachers with kindergarten or elementary school credential:	76.3%
9. % of schools with child care for infants of teen moms:	NA

Goal 2: Increased Graduation Rates

1. Total number of graduates:	15,250
2. Annual dropout rate:	14.8%
3. Percent change in annual dropout rate (1990-92):	NA
4. 4-year dropout rate:	45.2%
5. Percent change in 4-year dropout rate (1990-92):	-12.2%
6. Unweighted average high school daily attendance rate:	79.7%
7. % of schools with dropout prevention programs for teen mothers:	NA

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	ITBS [f]
2. Percent of students scoring in bottom quarter:	42.3%
3. Percent of students scoring in top quarter:	6.7%
4. Percent of students scoring above national norm:	25.5%
Math	
5. Standardized test(s) administered:	ITBS [f]
6. Percent of students scoring in bottom quarter:	45.6%
7. Percent of students scoring in top quarter:	11.2%
8. Percent of students scoring above national norm:	27.7%
9. District reports alternative assessment data:	No
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	2.4%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	1.4%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	2.2%
14. % of schools with magnet programs:	26-50%
15. % of schools with open enrollment programs:	None
16. % of schools with bilingual ed or ESL programs:	26-50%
17. % of schools with privatized/contracted instruction:	None

Goal 4: Quality Teachers

1. Total number of teachers:	23,510
2. Percent of English teachers fully certified:	100.0%
3. Percent of Math teachers fully certified:	100.0%
4. Percent of Science teachers fully certified:	100.0%
5. Percent of teachers who are minority:	55.9%
6. Average teacher salary:	$38,409
7. Average high school class size:	22.2
8. Number of languages spoken by students:	89
9. Number of languages in which instruction is provided	22
10. % of schools with future teacher programs:	NA
11. % of schools with teacher or staff in-service training in urban culture or race relations:	NA

Chicago Public Schools

Great City School rank by enrollment: 3

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	NA
-enrolled in four-year colleges:	NA
-enrolled in two-year colleges:	NA
-performing military service:	NA
-employed full-time:	NA
-undetermined:	NA
2. % of schools with higher education awareness programs for junior/middle school students:	NA
3. % of schools with voter registration programs:	NA
4. % of schools with community service programs:	NA
5. % of schools with job training programs for youth:	NA
6. % of schools with business collaboratives:	NA

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	NA
2. Drug/alcohol incidents per 1,000 students:	NA
3. Suspensions per 1,000 students:	69.4
4. Expulsions per 1,000 students:	0.03
5. Number of schools with health clinics:	NA
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	NA
8. Average age of school buildings:	NA
9. % of schools with drug education programs:	NA
10. % of schools with HIV/STD prevention programs:	NA
11. % of schools with nutrition education programs:	NA
12. % of schools with programs for children of drug-addicted parents:	NA
13. % of schools with programs to reduce student suicide and stress:	NA
14. % of schools with programs to reduce crime/gangs:	NA
15. % of schools with pregnancy prevention programs:	NA
16. % of schools with programs for homeless children:	NA
17. % of schools with progs. to prevent sexual harassment:	NA

Goal 7: Adequate Funding

1. Bonded debt rating:	Baa
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$6,049 [g]
4. Percent of revenues from local sources:	53.2%
5. Percent of revenues from state sources:	33.4%
6. Percent of revenues from federal sources:	13.4%
7. Percent of state's elementary and secondary expenditures:	28.4%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	NA
3. % of schools with parenting programs for teens:	NA
4. % of schools with programs for latchkey students:	NA
5. % of schools with adult ed or literacy programs:	NA
6. % of schools with site-based management programs:	76-100%

NOTES

a Population of the city of Chicago, 1992.

b Eligible for services under PL94-142.

c Includes instructional days in classroom and other days.

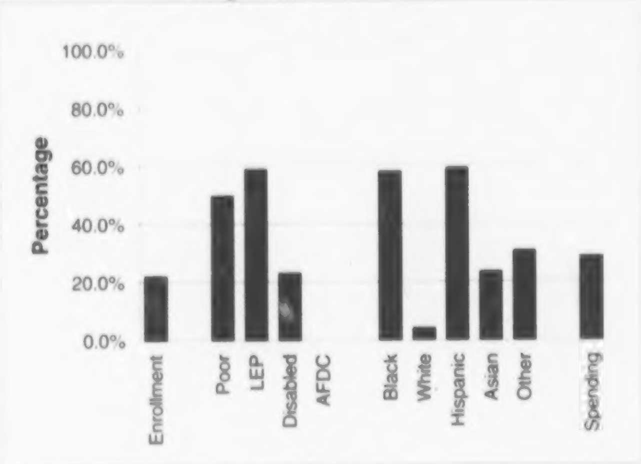
d All age eligible children are admitted. Screening is administered to children for Chapter 1, special education, gifted, and supplemental education programs. Additional referrals to local health and social services are made by the individual schools on an as-needed basis.

e A locally developed screen is administered upon entrance into kindergarten.

f Iowa Test of Basic Skills, grades 3-8.

g Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Chicago's Share of Illinois' Totals



Note: Percentages are rounded to the nearest whole number

Cleveland Public Schools

National rank by enrollment: 36

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	502,000[a]
-Public school enrollment:	70,532[b]
-Percent change in enrollment (1990-1992):	+0.9%
-Percent of enrollment free or reduced price lunch:	78.0%
-Percent of enrollment limited-English proficient:	7.4%
-Percent of enrollment disabled:	9.4%[c]
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	69.6%
-Percent of enrollment white:	22.3%
-Percent of enrollment Hispanic:	6.7%
-Percent of enrollment Asian/Pacific Islander:	1.2%
-Percent of enrollment Alaskan/Native American/other:	0.2%
State	
-Percent of state's school enrollment:	3.9%
-Percent of state's school poor:	12.8%
-Percent of state's school limited-English proficient:	58.2%
-Percent of state's school disabled:	3.7%
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	18.7%
-Percent of state's school white:	1.1%
-Percent of state's school Hispanic:	19.9%
-Percent of state's school Asian/Pacific Islander:	5.0%
-Percent of state's school Alaskan/Native American/other:	8.8%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1992
-Number of days teachers are on duty:	195[d]
-Teacher bargaining unit:	AFT
-Total number of schools:	127
-Court order for desegregation:	Federal

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes[e]
2. Formalized or standardized assessments used:	Yes
3. Percent of entering 1st graders with:	
-full day of kindergarten:	32.6%
-half day of kindergarten:	61.4%
-no prior schooling:	NA
-undetermined:	6.1%
4. Number of pre-kindergarten pupils per teacher/staff:	3.4
5. Number of kindergarten pupils per teacher/staff:	31.2
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	NA
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	2,478[f]
2. Annual dropout rate:	11.2%
3. Percent change in annual dropout rate (1990-92):	+1.8%[g]
4. 4-year dropout rate:	NA
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	NA
7. % of schools with dropout prevention programs for teen mothers:	1-25%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	CAT[h]
2. Percent of students scoring in bottom quarter:	27.3%
3. Percent of students scoring in top quarter:	16.6%
4. Percent of students scoring above national norm:	42.2%
Math	
5. Standardized test(s) administered:	CAT[i]
6. Percent of students scoring in bottom quarter:	26.5%
7. Percent of students scoring in top quarter:	19.7%
8. Percent of students scoring above national norm:	46.3%
9. District reports alternative assessment data:	No
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	40.4%
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	3.5%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	1.5%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	1.2%
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	76-100%[j]
16. % of schools with bilingual ed or ESL programs:	1-25%
17. % of schools with privatized/contracted instruction:	1-25%

Goal 4: Quality Teachers

1. Total number of teachers:	4,179
2. Percent of English teachers fully certified:	NA
3. Percent of Math teachers fully certified:	NA
4. Percent of Science teachers fully certified:	NA
5. Percent of teachers who are minority:	41.2%
6. Average teacher salary:	$37,500
7. Average high school class size:	NA
8. Number of languages spoken by students:	25
9. Number of languages in which instruction is provided	13
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

Cleveland Public Schools

Great City School rank by enrollment: 20

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	81.6%
-enrolled in four-year colleges:	8.6%
-enrolled in two-year colleges:	3.3%
-performing military service:	2.0%
-employed full-time:	3.8%
-undetermined:	0.7%
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	1-25%
4. % of schools with community service programs:	1-25%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	4.7 [k]
2. Drug/alcohol incidents per 1,000 students:	1.1
3. Suspensions per 1,000 students:	171.2 [l]
4. Expulsions per 1,000 students:	1.9
5. Number of schools with health clinics:	1
6. Number of student visits to health clinics:	836
7. Total amount of deferred maintenance (in millions):	$198.0 [m]
8. Average age of school buildings:	60 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	76-100%
13. % of schools with programs to reduce student suicide and stress:	51-75%
14. % of schools with programs to reduce crime/gangs:	76-100%
15. % of schools with pregnancy prevention programs:	76-100%
16. % of schools with programs for homeless children:	76-100%
17. % of schools with progs. to prevent sexual harassment:	76-100%

Goal 7: Adequate Funding

1. Bonded debt rating:	AAA
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$6,716 [n]
4. Percent of revenues from local sources:	38.9%
5. Percent of revenues from state sources:	47.4%
6. Percent of revenues from federal sources:	13.6%
7. Percent of state's elementary and secondary expenditures:	4.8%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	26-50%
3. % of schools with parenting programs for teens:	1-25%
4. % of schools with programs for latchkey students:	1-25%
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	76-100%

NOTES

a Population of the city of Cleveland, 1992.

b Enrollment figures represent first semester 1993-94. Figures include pre-K grade level.

c Eligible for services under PL94-142.

d Includes instructional days in classroom and other days.

e Data is collected only for those students who have had multifactoral assessments that indicate a need for special education. Once enrolled, the district developed Kindergarten Assessment is administered.

f Includes 665 students whose race/ethnicity was not identified.

g Annual dropout rate: the number of dropouts in grades 7-12 on the first day of school divided by grades 7-12 enrollment in the first full week of October. The definition of dropout includes students who have ceased to attend school without enrolling in another state certified education institution due to age (over 18), pregnancy, marriage, enlistment, running away, or expulsion.

h California Achievement Test, grades 1-12.

i California Achievement Test, grades 3-8

j State regulations allow for interdistrict open enrollment.

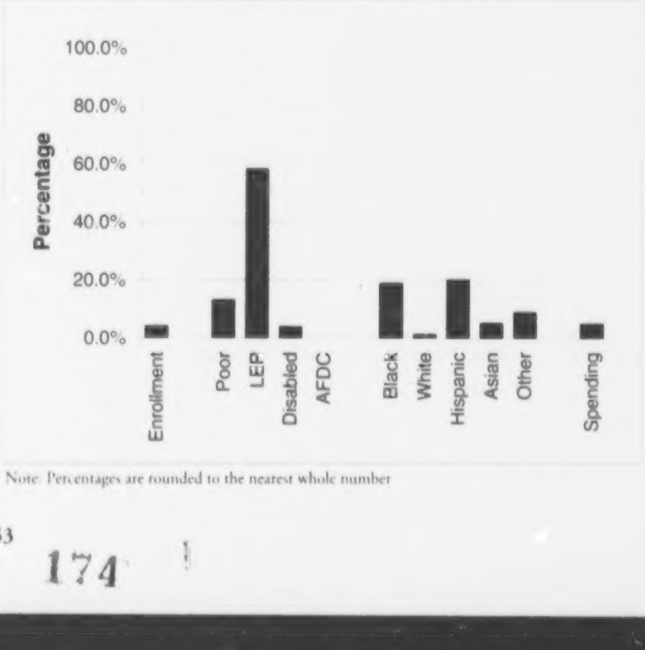
k A weapon is defined as any object used or designed to hurt another person or cause another person to be fearful.

l Figure is based on 1991-92 data.

m Data is from the 1990 Ohio Public School Facility Survey.

n Figure includes the sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Cleveland's Share of Ohio's Totals



Note: Percentages are rounded to the nearest whole number

Columbus Public Schools

National rank by enrollment: 48

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	643,000 a
-Public school enrollment:	63,977
-Percent change in enrollment (1990-1992):	-0.5%
-Percent of enrollment free or reduced price lunch:	54.4%
-Percent of enrollment limited-English proficient:	1.5%
-Percent of enrollment disabled:	12.0% b
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	49.9%
-Percent of enrollment white:	46.8%
-Percent of enrollment Hispanic:	0.6%
-Percent of enrollment Asian/Pacific Islander:	2.6%
-Percent of enrollment Alaskan/Native American/other:	0.1%
State	
-Percent of state's school enrollment:	3.6%
-Percent of state's school poor:	8.1%
-Percent of state's school limited-English proficient:	10.5%
-Percent of state's school disabled:	4.2%
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	12.2%
-Percent of state's school white:	2.0%
-Percent of state's school Hispanic:	1.5%
-Percent of state's school Asian/Pacific Islander:	9.8%
-Percent of state's school Alaskan/Native American/other:	5.0%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1993
-Number of days teachers are on duty:	195 c
-Teacher bargaining unit:	NEA
-Total number of schools:	141
-Court order for desegregation:	Unitary

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes d
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	NA
-half day of kindergarten:	NA
-no prior schooling:	NA
-undetermined:	NA
4. Number of pre-kindergarten pupils per teacher/staff:	22.4
5. Number of kindergarten pupils per teacher/staff:	14.4
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	100.0%
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	NA

Goal 2: Increased Graduation Rates

1. Total number of graduates:	2,624
2. Annual dropout rate:	NA
3. Percent change in annual dropout rate (1990-92):	NA
4. 4-year dropout rate:	NA
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	86.6%
7. % of schools with dropout prevention programs for teen mothers:	76-100%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	CAT e
2. Percent of students scoring in bottom quarter:	33.1%
3. Percent of students scoring in top quarter:	17.4%
4. Percent of students scoring above national norm:	39.3%
Math	
5. Standardized test(s) administered:	CAT e
6. Percent of students scoring in bottom quarter:	22.5%
7. Percent of students scoring in top quarter:	27.8%
8. Percent of students scoring above national norm:	51.9%
9. District reports alternative assessment data:	Yes
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	1.8%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	2.7%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	3.0%
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	1-25%
16. % of schools with bilingual ed or ESL programs:	1-25%
17. % of schools with privatized/contracted instruction:	1-25%

Goal 4: Quality Teachers

1. Total number of teachers:	4,765
2. Percent of English teachers fully certified:	100.0%
3. Percent of Math teachers fully certified:	100.0%
4. Percent of Science teachers fully certified:	100.0%
5. Percent of teachers who are minority:	21.2%
6. Average teacher salary:	$33,848
7. Average high school class size:	NA
8. Number of languages spoken by students:	75
9. Number of languages in which instruction is provided	0
10. % of schools with future teacher programs:	1-25% f
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

Columbus Public Schools

Great City School rank by enrollment: 23

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	16.8%
-enrolled in four-year colleges:	35.9%
-enrolled in two-year colleges:	12.3%
-performing military service:	9.2%
-employed full-time:	12.1%
-undetermined:	13.7%
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	76-100%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	8.8 [g]
2. Drug/alcohol incidents per 1,000 students:	2.3 [h]
3. Suspensions per 1,000 students:	858.1 [i]
4. Expulsions per 1,000 students:	4.0
5. Number of schools with health clinics:	0
6. Number of student visits to health clinics:	0
7. Total amount of deferred maintenance (in millions):	$125.0
8. Average age of school buildings:	45 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	51-75%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	26-50%
13. % of schools with programs to reduce student suicide and stress:	51-75%
14. % of schools with programs to reduce crime/gangs:	76-100%
15. % of schools with pregnancy prevention programs:	76-100%
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	1-25%

Goal 7: Adequate Funding

1. Bonded debt rating:	Baa1
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$6,375 [j]
4. Percent of revenues from local sources:	55.1%
5. Percent of revenues from state sources:	35.7%
6. Percent of revenues from federal sources:	9.2%
7. Percent of state's elementary and secondary expenditures:	4.1%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	NA
3. % of schools with parenting programs for teens:	26-50%
4. % of schools with programs for latchkey students:	26-50%
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	76-100%

NOTES

[a] Population of the city of Columbus, 1992

[b] Eligible for services under PL94-142.

[c] Includes instructional days in classroom and other days.

[d] System uses the locally developed Developmental Disorder Screening, immunization records, and a health form completed by a physician.

[e] California Achievement Tests, grades 3-8 and Metropolitan Achievement Tests, grades 1-2.

[f] These programs are available at all high schools.

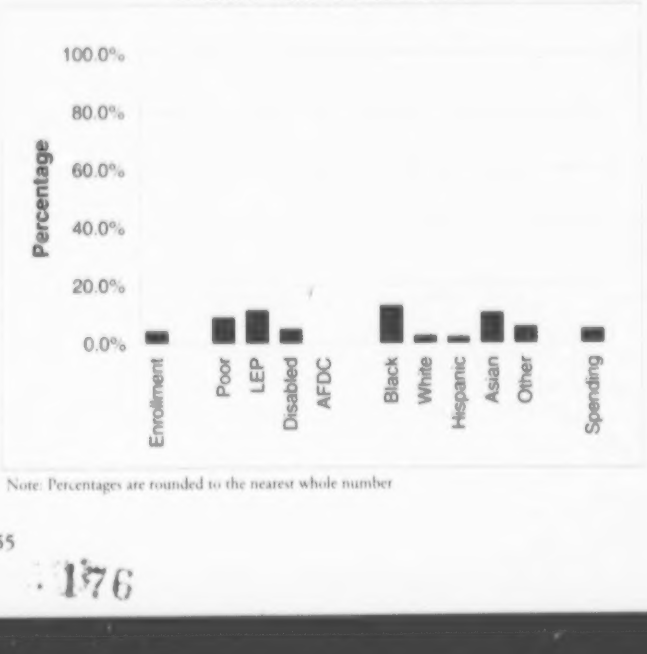
[g] A weapon is defined as any instrument or look alike instrument which is used or could be used to create danger to another person or could be perceived as causing danger.

[h] An alcohol/drug related incident includes the use or possession of a regulated or otherwise controlled substance or look alike.

[i] Suspension data represent duplicated counts, not the number of different students suspended.

[j] Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Columbus' Share of Ohio's Totals



Note: Percentages are rounded to the nearest whole number

Dade County Public Schools

National rank by enrollment: 4

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	2,007,972 [a]
-Public school enrollment:	302,163
-Percent change in enrollment (1990-1992):	+3.3%
-Percent of enrollment free or reduced price lunch:	54.5%
-Percent of enrollment limited-English proficient:	12.9%
-Percent of enrollment disabled:	9.7% [b]
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	34.0%
-Percent of enrollment white:	16.7%
-Percent of enrollment Hispanic:	48.0%
-Percent of enrollment Asian/Pacific Islander:	1.2%
-Percent of enrollment Alaskan/Native American/other:	0.04%
State	
-Percent of state's school enrollment:	15.2%
-Percent of state's school poor:	21.7%
-Percent of state's school limited-English proficient:	46.4%
-Percent of state's school disabled:	13.9%
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	21.2%
-Percent of state's school white:	4.2%
-Percent of state's school Hispanic:	54.9%
-Percent of state's school Asian/Pacific Islander:	11.5%
-Percent of state's school Alaskan/Native American/other:	3.8%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1990
-Number of days teachers are on duty:	190 [c]
-Teacher bargaining unit:	AFT
-Total number of schools:	279
-Court order for desegregation:	Federal

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [d]
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	90.4%
-half day of kindergarten:	0.0%
-no prior schooling:	0.0%
-undetermined:	9.6%
4. Number of pre-kindergarten pupils per teacher/staff:	9.8
5. Number of kindergarten pupils per teacher/staff:	18.4
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	100.0%
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	51-75% [e]

Goal 2: Increased Graduation Rates

1. Total number of graduates:	14,107 [f]
2. Annual dropout rate:	9.1% [g]
3. Percent change in annual dropout rate (1990-92):	+23.0% [h]
4. 4-year dropout rate:	NA
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	92.0%
7. % of schools with dropout prevention programs for teen mothers:	76-100% [i]

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	SAT [j]
2. Percent of students scoring in bottom quarter:	40.3%
3. Percent of students scoring in top quarter:	14.6%
4. Percent of students scoring above national norm:	34.2%
Math	
5. Standardized test(s) administered:	SAT [j]
6. Percent of students scoring in bottom quarter:	37.6%
7. Percent of students scoring in top quarter:	19.3%
8. Percent of students scoring above national norm:	39.1%
9. District reports alternative assessment data:	Yes [k]
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	46.7% [l]
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	5.6%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	2.3%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	3.0%
14. % of schools with magnet programs:	26-50%
15. % of schools with open enrollment programs:	1-25%
16. % of schools with bilingual ed or ESL programs:	76-100%
17. % of schools with privatized/contracted instruction:	1-25% [m]

Goal 4: Quality Teachers

1. Total number of teachers:	15,540
2. Percent of English teachers fully certified:	84.7%
3. Percent of Math teachers fully certified:	89.6%
4. Percent of Science teachers fully certified:	97.2%
5. Percent of teachers who are minority:	52.7%
6. Average teacher salary:	$36,853
7. Average high school class size:	NA
8. Number of languages spoken by students:	58
9. Number of languages in which instruction is provided	12
10. % of schools with future teacher programs:	76-100%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

Dade County Public Schools

Great City School rank by enrollment: 4

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	4.8%
-enrolled in four-year colleges:	33.3%
-enrolled in two-year colleges:	42.6%
-performing military service:	0.0%
-employed full-time:	0.0%
-undetermined:	19.3%
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	76-100%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	3.0
2. Drug/alcohol incidents per 1,000 students:	0.5
3. Suspensions per 1,000 students:	119.6
4. Expulsions per 1,000 students:	0.0 [n]
5. Number of schools with health clinics:	4
6. Number of student visits to health clinics:	8,100
7. Total amount of deferred maintenance (in millions):	$41.0
8. Average age of school buildings:	36 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	76-100%
13. % of schools with programs to reduce student suicide and stress:	76-100%
14. % of schools with programs to reduce crime/gangs:	76-100%
15. % of schools with pregnancy prevention programs:	51-75%
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	26-50%

Goal 7: Adequate Funding

1. Bonded debt rating:	A
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$6,384 [o]
4. Percent of revenues from local sources:	35.6%
5. Percent of revenues from state sources:	52.4%
6. Percent of revenues from federal sources:	12.0%
7. Percent of state's elementary and secondary expenditures:	20.1%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	11.0
2. % of schools with parenting programs for adults:	51-75%
3. % of schools with parenting programs for teens:	76-100%
4. % of schools with programs for latchkey students:	76-100%
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	51-75%

NOTES

a Population of Dade County, 1992; population of city of Miami, 1990: 358,546.

b Eligible for PL94-142.

c Includes instructional days in classroom and other days.

d System, except for Montessori programs, uses the Child Observation Record.

e Requirement for graduation.

f 193 certificates of completion and 188 exceptional student diplomas were also awarded.

g Annual dropout rate: the number of students, over age 16, who cease to attend school and the number of students, under age 16, who are habitual truants divided by fall membership.

h Increase may be partially due to effects of Hurricane Andrew.

i This is an entitlement program and services must be provided to all teen mothers.

j Stanford Achievement Test, grades 2-8.

k Language Arts Performance Assessment (LAPA) and the Florida Writing Assessment Program.

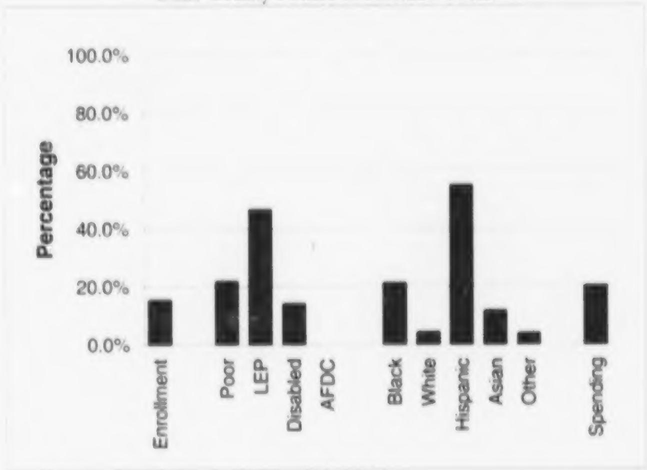
l Some grade 10 students may have completed Algebra I prior to 1992-93.

m One school out of 300 is under a pilot program private contract.

n System waives expulsions and assigns students to an opportunity school.

o Figure includes sum of all revenues from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Dade County's Share of Florida's Totals



Note: Percentages are rounded to the nearest whole number

Dallas Independent School District

National rank by enrollment: 9

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	1,022,000 [a]
-Public school enrollment:	142,833
-Percent change in enrollment (1990-1992):	+4.0%
-Percent of enrollment free or reduced price lunch:	61.6%
-Percent of enrollment limited-English proficient:	21.1%
-Percent of enrollment disabled:	10.9% [b]
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	44.4%
-Percent of enrollment white:	13.7%
-Percent of enrollment Hispanic:	39.7%
-Percent of enrollment Asian/Pacific Islander:	1.8%
-Percent of enrollment Alaskan/Native American/other:	0.4%
State	
-Percent of state's school enrollment:	4.0%
-Percent of state's school poor:	6.5%
-Percent of state's school limited-English proficient:	9.6%
-Percent of state's school disabled:	5.2%
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	12.5%
-Percent of state's school white:	1.1%
-Percent of state's school Hispanic:	4.6%
-Percent of state's school Asian/Pacific Islander:	3.3%
-Percent of state's school Alaskan/Native American/other:	7.6%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	9
-How School Board is chosen:	Elected
-School Board term of office:	3 years
-Year current superintendent was hired:	1993
-Number of days teachers are on duty:	185 [c]
-Teacher bargaining unit:	NA
-Total number of schools:	197
-Court order for desegregation:	Federal

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	No [d]
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	90.7%
-half day of kindergarten:	0.0%
-no prior schooling:	NA
-undetermined:	9.3%
4. Number of pre-kindergarten pupils per teacher/staff:	19.0
5. Number of kindergarten pupils per teacher/staff:	24.8
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	56.1%
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	4,600
2. Annual dropout rate:	8.3%
3. Percent change in annual dropout rate (1990-92):	-1.0%
4. 4-year dropout rate:	36.4%
5. Percent change in 4-year dropout rate (1990-92):	-5.9%
6. Unweighted average high school daily attendance rate:	87.0%
7. % of schools with dropout prevention programs for teen mothers:	1-25%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	ITBS [e]
2. Percent of students scoring in bottom quarter:	33.2%
3. Percent of students scoring in top quarter:	13.9%
4. Percent of students scoring above national norm:	35.2%
Math	
5. Standardized test(s) administered:	ITBS [e]
6. Percent of students scoring in bottom quarter:	27.9%
7. Percent of students scoring in top quarter:	20.5%
8. Percent of students scoring above national norm:	44.5%
9. District reports alternative assessment data:	No
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	NA
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	NA
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	NA
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	None
16. % of schools with bilingual ed or ESL programs:	51-75%
17. % of schools with privatized/contracted instruction:	None

Goal 4: Quality Teachers

1. Total number of teachers:	8,615
2. Percent of English teachers fully certified:	NA
3. Percent of Math teachers fully certified:	NA
4. Percent of Science teachers fully certified:	NA
5. Percent of teachers who are minority:	45.0%
6. Average teacher salary:	$30,900
7. Average high school class size:	NA
8. Number of languages spoken by students:	49
9. Number of languages in which instruction is provided	2
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

Dallas Independent School District

Great City School rank by enrollment: 9

Goal 5: Postsecondary Opportunities

1.	Percent of graduates:	
	-enrolled in postsecondary vocational programs:	4.3%
	-enrolled in four-year colleges:	32.5%
	-enrolled in two-year colleges:	29.3%
	-performing military service:	4.3%
	-employed full-time:	21.5%
	-undetermined:	8.2%
2.	% of schools with higher education awareness programs for junior/middle school students:	76-100%
3.	% of schools with voter registration programs:	76-100%
4.	% of schools with community service programs:	1-25%
5.	% of schools with job training programs for youth:	76-100%
6.	% of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1.	Weapons incidents per 1,000 students:	0.7
2.	Drug/alcohol incidents per 1,000 students:	2.0 [f]
3.	Suspensions per 1,000 students:	2.4
4.	Expulsions per 1,000 students:	1.0
5.	Number of schools with health clinics:	198
6.	Number of student visits to health clinics:	751,712
7.	Total amount of deferred maintenance (in millions):	$2.0
8.	Average age of school buildings:	40 years
9.	% of schools with drug education programs:	76-100%
10.	% of schools with HIV/STD prevention programs:	76-100%
11.	% of schools with nutrition education programs:	76-100%
12.	% of schools with programs for children of drug-addicted parents:	26-50%
13.	% of schools with programs to reduce student suicide and stress:	1-25%
14.	% of schools with programs to reduce crime/gangs:	26-50%
15.	% of schools with pregnancy prevention programs:	51-75%
16.	% of schools with programs for homeless children:	1-25%
17.	% of schools with progs. to prevent sexual harassment:	1-25%

Goal 7: Adequate Funding

1.	Bonded debt rating:	AA
2.	Local school taxing authority:	Indepen.
3.	Total revenues per student:	$4,797 [g]
4.	Percent of revenues from local sources:	82.7%
5.	Percent of revenues from state sources:	6.8%
6.	Percent of revenues from federal sources:	10.5%
7.	Percent of state's elementary and secondary expenditures:	4.4%

Goal 8: Increased Parental Involvement

1.	Parental volunteer hours per student:	5.2
2.	% of schools with parenting programs for adults:	76-100%
3.	% of schools with parenting programs for teens:	76-100%
4.	% of schools with programs for latchkey students:	1-25%
5.	% of schools with adult ed or literacy programs:	26-50%
6.	% of schools with site-based management programs:	26-50%

NOTES

[a] Population of city of Dallas, 1992.

[b] Eligible for services for PL94-142.

[c] Includes instructional days in the classroom and other days.

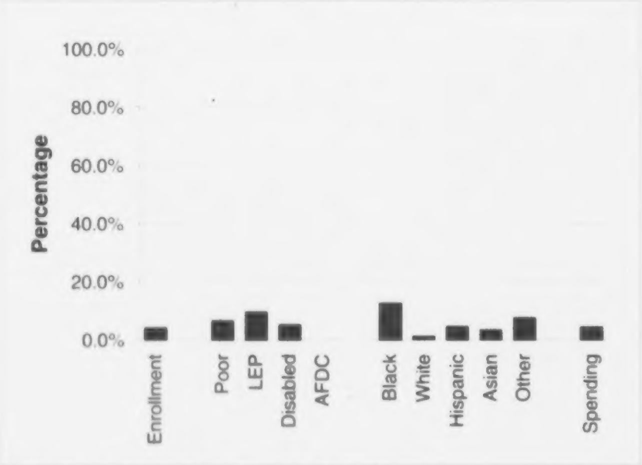
[d] Age is the only criterion for admission.

[e] Iowa Tests of Basic Skills, grades K-2 and Norm Referenced Assessment Program for Texas, grades 3-11.

[f] Drug/alcohol related incidents are defined as the use, possession, and/or delivery of any illicit substance including alcohol at the school site or any school sponsored event.

[g] Figures include the sum of all revenue from federal, state, and local sources divided by enrollment. Result is not compatible to an average per pupil expenditure.

Dallas' Share of Texas' Totals



Note: Percentages are rounded to the nearest whole number

Dayton Public Schools

National rank by enrollment: 170

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	183,000 [a]
-Public school enrollment:	26,873
-Percent change in enrollment (1990-1992):	-3.3%
-Percent of enrollment free or reduced price lunch:	68.0%
-Percent of enrollment limited-English proficient:	NA
-Percent of enrollment disabled:	NA [b]
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	64.2%
-Percent of enrollment white:	35.8%
-Percent of enrollment Hispanic:	0.0% [c]
-Percent of enrollment Asian/Pacific Islander:	0.0% [c]
-Percent of enrollment Alaskan/Native American/other:	0.0% [c]
State	
-Percent of state's school enrollment:	1.5%
-Percent of state's school poor:	4.3%
-Percent of state's school limited-English proficient:	NA
-Percent of state's school disabled:	NA
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	6.6%
-Percent of state's school white:	0.6%
-Percent of state's school Hispanic:	0.0%
-Percent of state's school Asian/Pacific Islander:	0.0%
-Percent of state's school Alaskan/Native American/other:	0.0%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Elected
-School Board term of office:	3 years
-Year current superintendent was hired:	1991
-Number of days teachers are on duty:	185 [d]
-Teacher bargaining unit:	NEA
-Total number of schools:	50
-Court order for desegregation:	Federal

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	No
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	NA
-half day of kindergarten:	NA
-no prior schooling:	NA
-undetermined:	NA
4. Number of pre-kindergarten pupils per teacher/staff:	NA
5. Number of kindergarten pupils per teacher/staff:	NA
6. State requires early childhood/pre-k teacher credential:	No
7. Percent of teachers with early childhood pre-kindergarten credential:	NA
8. Percent of teachers with kindergarten or elementary school credential:	NA
9. % of schools with child care for infants of teen moms:	None

Goal 2: Increased Graduation Rates

1. Total number of graduates:	NA
2. Annual dropout rate:	NA
3. Percent change in annual dropout rate (1990-92):	NA
4. 4-year dropout rate:	NA
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	85.3%
7. % of schools with dropout prevention programs for teen mothers:	None

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	CAT [e]
2. Percent of students scoring in bottom quarter:	28.0%
3. Percent of students scoring in top quarter:	18.0%
4. Percent of students scoring above national norm:	41.0%
Math	
5. Standardized test(s) administered:	CAT [e]
6. Percent of students scoring in bottom quarter:	27.0%
7. Percent of students scoring in top quarter:	19.0%
8. Percent of students scoring above national norm:	42.0%
9. District reports alternative assessment data:	No
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	2.9%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	0.8%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	0.8%
14. % of schools with magnet programs:	76-100%
15. % of schools with open enrollment programs:	76-100%
16. % of schools with bilingual ed or ESL programs:	1-25%
17. % of schools with privatized/contracted instruction:	None

Goal 4: Quality Teachers

1. Total number of teachers:	1,784
2. Percent of English teachers fully certified:	NA
3. Percent of Math teachers fully certified:	NA
4. Percent of Science teachers fully certified:	NA
5. Percent of teachers who are minority:	39.9%
6. Average teacher salary:	$33,739
7. Average high school class size:	NA
8. Number of languages spoken by students:	NA
9. Number of languages in which instruction is provided:	NA
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

Dayton Public Schools

Great City School rank by enrollment: 49

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	NA
-enrolled in four-year colleges:	NA
-enrolled in two-year colleges:	NA
-performing military service:	NA
-employed full-time:	NA
-undetermined:	NA
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	1-25%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	NA
2. Drug/alcohol incidents per 1,000 students:	NA
3. Suspensions per 1,000 students:	80.9
4. Expulsions per 1,000 students:	4.6
5. Number of schools with health clinics:	0 [f]
6. Number of student visits to health clinics:	0
7. Total amount of deferred maintenance (in millions):	NA
8. Average age of school buildings:	NA
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	26-50%
12. % of schools with programs for children of drug-addicted parents:	1-25%
13. % of schools with programs to reduce student suicide and stress:	1-25%
14. % of schools with programs to reduce crime/gangs:	1-25%
15. % of schools with pregnancy prevention programs:	1-25%
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	1-25%

Goal 7: Adequate Funding

1. Bonded debt rating:	NA
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$7,064 [g]
4. Percent of revenues from local sources:	44.3%
5. Percent of revenues from state sources:	42.6%
6. Percent of revenues from federal sources:	13.1%
7. Percent of state's elementary and secondary expenditures:	1.9%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	None
3. % of schools with parenting programs for teens:	None
4. % of schools with programs for latchkey students:	None
5. % of schools with adult ed or literacy programs:	None
6. % of schools with site-based management programs:	76-100%

NOTES

a Population of the city of Dayton, 1992.

b Eligible for services under PL94-142.

c Enrollment for each of these racial/ethnic groups account for less than 1% of District's total enrollment.

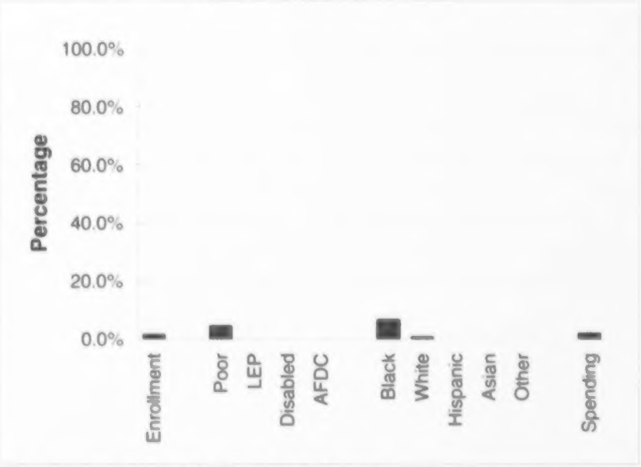
d Includes instructional days in classroom and other days.

e California Achievement Test.

f Every school building has a nurse's office/clinic with a nurse present at least 2 days a week.

g Figure includes the sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Dayton's Share of Ohio's Totals



Note: Percentages are rounded to the nearest whole number

Denver Public Schools

National rank by enrollment: 52

STUDENT DEMOGRAPHICS (1992-93)

District

-Population of area served (1992):	454,000[a]
-Public school enrollment:	62,935
-Percent change in enrollment (1990-1992):	+6.5%
-Percent of enrollment free or reduced price lunch:	48.8%
-Percent of enrollment limited-English proficient:	21.2%
-Percent of enrollment disabled:	10.3%[b]
-Percent of enrollment AFDC:	19.3%
-Percent of enrollment African-American:	21.8%
-Percent of enrollment white:	31.7%
-Percent of enrollment Hispanic:	41.2%
-Percent of enrollment Asian/Pacific Islander:	3.9%
-Percent of enrollment Alaskan/Native American/other:	1.4%

State

-Percent of state's school enrollment:	10.3%
-Percent of state's school poor:	22.2%
-Percent of state's school limited-English proficient:	77.6%
-Percent of state's school disabled:	13.0%
-Percent of state's school AFDC:	24.6%
-Percent of state's school African-American:	41.6%
-Percent of state's school white:	4.4%
-Percent of state's school Hispanic:	25.2%
-Percent of state's school Asian/Pacific Islander:	16.9%
-Percent of state's school Alaskan/Native American/other:	14.8%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Elected
-School Board term of office:	6 years
-Year current superintendent was hired:	1994
-Number of days teachers are on duty:	183[c]
-Teacher bargaining unit:	NEA
-Total number of schools:	109
-Court order for desegregation:	Federal

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes[d]
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	NA
-half day of kindergarten:	NA[e]
-no prior schooling:	NA
-undetermined:	NA
4. Number of pre-kindergarten pupils per teacher/staff:	21.7
5. Number of kindergarten pupils per teacher/staff:	NA
6. State requires early childhood/pre-k teacher credential:	No
7. Percent of teachers with early childhood pre-kindergarten credential:	33.1%
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	2,495
2. Annual dropout rate:	15.1%[f]
3. Percent change in annual dropout rate (1990-92):	+55.7%
4. 4-year dropout rate:	NA
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	85.5%[g]
7. % of schools with dropout prevention programs for teen mothers:	1-25%

Goal 3: Improved Academic Achievement

Reading

1. Standardized test(s) administered:	ITBS[h]
2. Percent of students scoring in bottom quarter:	35.1%
3. Percent of students scoring in top quarter:	16.9%
4. Percent of students scoring above national norm:	39.2%

Math

5. Standardized test(s) administered:	ITBS[h]
6. Percent of students scoring in bottom quarter:	33.5%
7. Percent of students scoring in top quarter:	18.8%
8. Percent of students scoring above national norm:	40.3%
9. District reports alternative assessment data:	No
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	73.3%
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	23.2%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	10.4%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	14.4%
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	1-25%
16. % of schools with bilingual ed or ESL programs:	51-75%
17. % of schools with privatized/contracted instruction:	1-25%

Goal 4: Quality Teachers

1. Total number of teachers:	3,685
2. Percent of English teachers fully certified:	100.0%
3. Percent of Math teachers fully certified:	100.0%
4. Percent of Science teachers fully certified:	100.0%
5. Percent of teachers who are minority:	23.2%
6. Average teacher salary:	$32,923
7. Average high school class size:	NA
8. Number of languages spoken by students:	79
9. Number of languages in which instruction is provided	2
10. % of schools with future teacher programs:	76-100%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

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Denver Public Schools

Great City School rank by enrollment: 27

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	6.4%
-enrolled in four-year colleges:	64.8%
-enrolled in two-year colleges:	15.6%
-performing military service:	NA
-employed full-time:	NA
-undetermined:	10.6%
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	76-100%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	8.7 [i]
2. Drug/alcohol incidents per 1,000 students:	7.5 [j]
3. Suspensions per 1,000 students:	233.1
4. Expulsions per 1,000 students:	0.6
5. Number of schools with health clinics:	3 [k]
6. Number of student visits to health clinics:	7,598
7. Total amount of deferred maintenance (in millions):	$350.0
8. Average age of school buildings:	NA
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	None
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	26-50%
13. % of schools with programs to reduce student suicide and stress:	76-100%
14. % of schools with programs to reduce crime/gangs:	76-100%
15. % of schools with pregnancy prevention programs:	76-100%
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	76-100%

Goal 7: Adequate Funding

1. Bonded debt rating:	Aaa
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$6,076 [l]
4. Percent of revenues from local sources:	73.4%
5. Percent of revenues from state sources:	18.8%
6. Percent of revenues from federal sources:	7.7%
7. Percent of state's elementary and secondary expenditures:	13.0%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	76-100%
3. % of schools with parenting programs for teens:	1-25%
4. % of schools with programs for latchkey students:	26-50%
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	76-100%

NOTES

[a] Population of the city of Denver, 1992

[b] Eligible for services under PL94-142.

[c] Includes both instructional days in classroom and other days.

[d] Entering students must be age 5 on or before September 15 of the current school year. Students turning 5 between September 16 and November 15 may be evaluated for kindergarten readiness, if requested by parents.

[e] Most students entering grade 1 have received a full year of half day kindergarten.

[f] Annual dropout rate: the number of students who cease to attend school without transferring to another school or graduating divided by enrollment at a given point during the reporting year.

[g] Attendance rates represent the average percentage of classes attended for middle and high schools.

[h] Iowa Tests of Basic Skills, grades 2, 5, and 8; Tests of Achievement and Proficiency, grade 11.

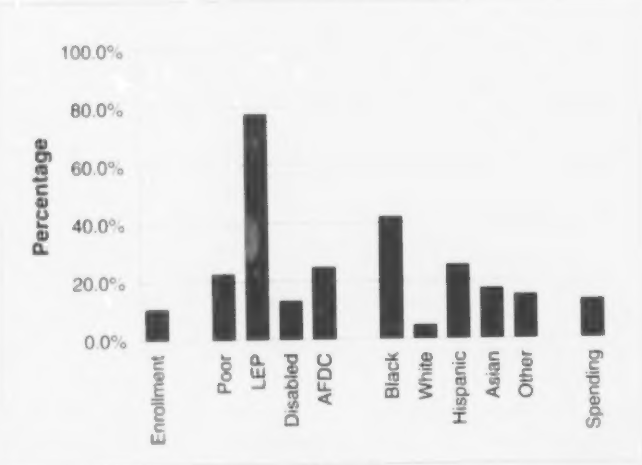
[i] A weapon is defined as any instrument which if in the manner it is used or intended to be used is capable of producing bodily injury.

[j] A drug/alcohol related incident is defined as the sale, distribution, possession, or use of alcohol, drug, or other controlled substance.

[k] Figure does not include typical nurse's offices.

[l] Figures include sum of all revenues from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to average per pupil expenditure.

Denver's Share of Colorado's Totals



Note: Percentages are rounded to the nearest whole number

Detroit Public Schools

National rank by enrollment: 8

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	1,012,000 [a]
-Public school enrollment:	175,036
-Percent change in enrollment (1990-1992):	+0.1%
-Percent of enrollment free or reduced price lunch:	57.5%
-Percent of enrollment limited-English proficient:	4.5%
-Percent of enrollment disabled:	9.6% [b]
-Percent of enrollment AFDC:	39.8%
-Percent of enrollment African-American:	88.4%
-Percent of enrollment white:	7.7%
-Percent of enrollment Hispanic:	2.6%
-Percent of enrollment Asian/Pacific Islander:	0.9%
-Percent of enrollment Alaskan/Native American/other:	0.4%
State	
-Percent of state's school enrollment:	10.9%
-Percent of state's school poor:	27.4%
-Percent of state's school limited-English proficient:	21.0%
-Percent of state's school disabled:	11.8%
-Percent of state's school AFDC:	27.9%
-Percent of state's school African-American:	52.4%
-Percent of state's school white:	1.0%
-Percent of state's school Hispanic:	11.0%
-Percent of state's school Asian/Pacific Islander:	6.8%
-Percent of state's school Alaskan/Native American/other:	3.8%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	11
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1993
-Number of days teachers are on duty:	195 [c]
-Teacher bargaining unit:	AFT
-Total number of schools:	256
-Court order for desegregation:	Unitary

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [d]
2. Formalized or standardized assessments used:	Yes [d]
3. Percent of entering 1st graders with:	
-full day of kindergarten:	NA
-half day of kindergarten:	NA
-no prior schooling:	NA
-undetermined:	NA
4. Number of pre-kindergarten pupils per teacher/staff:	15.5
5. Number of kindergarten pupils per teacher/staff:	NA
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	98.0%
8. Percent of teachers with kindergarten or elementary school credential:	NA
9. % of schools with child care for infants of teen moms:	26-50%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	5,943
2. Annual dropout rate:	NA
3. Percent change in annual dropout rate (1990-92):	NA
4. 4-year dropout rate:	NA [e]
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	87.0%
7. % of schools with dropout prevention programs for teen mothers:	1-25%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	CAT [f]
2. Percent of students scoring in bottom quarter:	28.4%
3. Percent of students scoring in top quarter:	21.5%
4. Percent of students scoring above national norm:	44.9%
Math	
5. Standardized test(s) administered:	CAT [f]
6. Percent of students scoring in bottom quarter:	29.4%
7. Percent of students scoring in top quarter:	24.7%
8. Percent of students scoring above national norm:	46.3%
9. District reports alternative assessment data:	No
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	21.8%
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	NA
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	NA
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	NA
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	1-25%
16. % of schools with bilingual ed or ESL programs:	51-75%
17. % of schools with privatized/contracted instruction:	1-25%

Goal 4: Quality Teachers

1. Total number of teachers:	11,601
2. Percent of English teachers fully certified:	NA
3. Percent of Math teachers fully certified:	NA
4. Percent of Science teachers fully certified:	NA
5. Percent of teachers who are minority:	65.0%
6. Average teacher salary:	$38,132
7. Average high school class size:	NA
8. Number of languages spoken by students:	12
9. Number of languages in which instruction is provided	10
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	1-25%

Detroit Public Schools

Great City School rank by enrollment: 8

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	NA
-enrolled in four-year colleges:	NA
-enrolled in two-year colleges:	NA
-performing military service:	NA
-employed full-time:	NA
-undetermined:	NA
2. % of schools with higher education awareness programs for junior/middle school students:	1-25%
3. % of schools with voter registration programs:	1-25%
4. % of schools with community service programs:	1-25%
5. % of schools with job training programs for youth:	1-25%
6. % of schools with business collaboratives:	26-50%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	3.9
2. Drug/alcohol incidents per 1,000 students:	1.7 [g]
3. Suspensions per 1,000 students:	109.0
4. Expulsions per 1,000 students:	0.1 [h]
5. Number of schools with health clinics:	2
6. Number of student visits to health clinics:	6,205
7. Total amount of deferred maintenance (in millions):	NA
8. Average age of school buildings:	NA
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	51-75%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	51-75%
13. % of schools with programs to reduce student suicide and stress:	26-50%
14. % of schools with programs to reduce crime/gangs:	76-100%
15. % of schools with pregnancy prevention programs:	26-50%
16. % of schools with programs for homeless children:	51-75%
17. % of schools with progs. to prevent sexual harassment:	26-50%

Goal 7: Adequate Funding

1. Bonded debt rating:	A1
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$5,382 [i]
4. Percent of revenues from local sources:	22.4%
5. Percent of revenues from state sources:	64.1%
6. Percent of revenues from federal sources:	13.5%
7. Percent of state's elementary and secondary expenditures:	10.4%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA [j]
2. % of schools with parenting programs for adults:	76-100%
3. % of schools with parenting programs for teens:	26-50%
4. % of schools with programs for latchkey students:	26-50%
5. % of schools with adult ed or literacy programs:	26-50%
6. % of schools with site-based management programs:	76-100%

NOTES

a Population of the city of Detroit, 1992.

b Eligible for services under PL94-142.

c Includes instructional days in classroom and other other days.

d System uses teacher observations and Brigance Preschool and Kindergarten Tests, which is administered in once in September and again in May. Low scoring students are placed in Extended Day Kindergarten.

e Entering grade 9 students are evaluated in 5 years and classified graduates, drop outs, GED recipients, or still enrolled students. Transfers are not included in the four-year dropout rates.

f California Achievement Tests, grades K-12. Portfolios are also used.

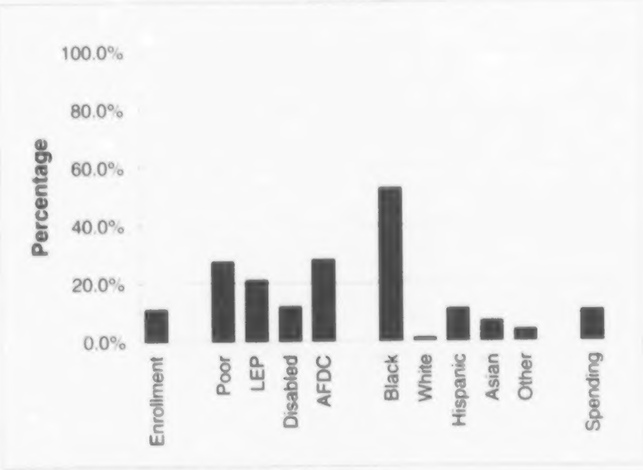
g A drug/alcohol related incident is defined as possession, sale, or distribution of drugs or alcohol.

h A total of 347 expulsion cases were actually processed.

i Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

j 28,304 parents volunteered at district schools during school year 1992-93.

Detroit's's Share of Michigan's Totals



Note: Percentages are rounded to the nearest whole number

District of Columbia Public Schools

National rank by enrollment: 27

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	585,000 [a]
-Public school enrollment:	80,937
-Percent change in enrollment (1990-1992):	+0.3%
-Percent of enrollment free or reduced price lunch:	56.4%
-Percent of enrollment limited-English proficient:	9.2%
-Percent of enrollment disabled:	8.9% [b]
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	89.1%
-Percent of enrollment white:	4.0%
-Percent of enrollment Hispanic:	5.6%
-Percent of enrollment Asian/Pacific Islander:	1.3%
-Percent of enrollment Alaskan/Native American/other:	0.0%
State	
-Percent of state's school enrollment:	100.0%
-Percent of state's school poor:	100.0%
-Percent of state's school limited-English proficient:	100.0%
-Percent of state's school disabled:	100.0%
-Percent of state's school AFDC:	100.0%
-Percent of state's school African-American:	100.0%
-Percent of state's school white:	100.0%
-Percent of state's school Hispanic:	100.0%
-Percent of state's school Asian/Pacific Islander:	100.0%
-Percent of state's school Alaskan/Native American/other:	100.0%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	11
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1991
-Number of days teachers are on duty:	192 [c]
-Teacher bargaining unit:	AFT
-Total number of schools:	165
-Court order for desegregation:	Unitary

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes
2. Formalized or standardized assessments used:	Yes
3. Percent of entering 1st graders with:	
-full day of kindergarten:	100.0%
-half day of kindergarten:	0.0%
-no prior schooling:	0.0%
-undetermined:	0.0%
4. Number of pre-kindergarten pupils per teacher/staff:	20.0
5. Number of kindergarten pupils per teacher/staff:	20.0
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	100.0%
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	3,136
2. Annual dropout rate:	8.2% [d]
3. Percent change in annual dropout rate (1990-92):	-9.6%
4. 4-year dropout rate:	NA
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	84.6%
7. % of schools with dropout prevention programs for teen mothers:	76-100%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	CTBS [e]
2. Percent of students scoring in bottom quarter:	29.1%
3. Percent of students scoring in top quarter:	16.4%
4. Percent of students scoring above national norm:	38.5%
Math	
5. Standardized test(s) administered:	CTBS [e]
6. Percent of students scoring in bottom quarter:	21.6%
7. Percent of students scoring in top quarter:	24.5%
8. Percent of students scoring above national norm:	51.0%
9. District reports alternative assessment data:	Yes [f]
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	20.0%
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	1.3%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	0.7%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	2.4%
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	1-25%
16. % of schools with bilingual ed or ESL programs:	26-50%
17. % of schools with privatized/contracted instruction:	None

Goal 4: Quality Teachers

1. Total number of teachers:	6,064
2. Percent of English teachers fully certified:	95.2%
3. Percent of Math teachers fully certified:	96.0%
4. Percent of Science teachers fully certified:	97.1%
5. Percent of teachers who are minority:	77.5%
6. Average teacher salary:	$38,825
7. Average high school class size:	22.0
8. Number of languages spoken by students:	116
9. Number of languages in which instruction is provided	8
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

District of Columbia Public Schools

Great City School rank by enrollment: 17

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	11.4%
-enrolled in four-year colleges:	58.1%
-enrolled in two-year colleges:	10.6%
-performing military service:	3.3%
-employed full-time:	16.7%
-undetermined:	0.0%
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	NA
4. % of schools with community service programs:	76-100%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	0.3 [g]
2. Drug/alcohol incidents per 1,000 students:	0.7 [h]
3. Suspensions per 1,000 students:	23.7
4. Expulsions per 1,000 students:	0.0
5. Number of schools with health clinics:	1 [i]
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	$500.0
8. Average age of school buildings:	75 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	1-25%
13. % of schools with programs to reduce student suicide and stress:	76-100%
14. % of schools with programs to reduce crime/gangs:	76-100%
15. % of schools with pregnancy prevention programs:	None
16. % of schools with programs for homeless children:	76-100%
17. % of schools with progs. to prevent sexual harassment:	None

Goal 7: Adequate Funding

1. Bonded debt rating:	NA
2. Local school taxing authority:	Dependent
3. Total revenues per student:	$7,580 [j]
4. Percent of revenues from local sources:	87.8%
5. Percent of revenues from state sources:	0.0%
6. Percent of revenues from federal sources:	12.2%
7. Percent of state's elementary and secondary expenditures:	NA

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	2.0
2. % of schools with parenting programs for adults:	26-50%
3. % of schools with parenting programs for teens:	26-50%
4. % of schools with programs for latchkey students:	1-25%
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	76-100%

NOTES

[a] Population of the District of Columbia, 1992.

[b] Eligible for services under PL94-142.

[c] Includes instructional days in classroom and other days.

[d] The U.S. Department of Education dropout rate definition is used for official accounting purposes. System developed definition is used for the initiation of intervention services.

[e] Comprehensive Test of Basic Skills, grades 3, 6, 8-11.

[f] System uses Stanford Writing Assessment.

[g] A weapon is defined as tool or instrument capable of inflicting bodily injury or any object used in an actual or attempted assault.

[h] A drug/alcohol related incident includes the possession, use, or distribution of any alcohol, dangerous drug, controlled substance, or drug paraphernalia.

[i] All schools have health suites. One high school has a health clinic.

[j] Figure includes sum of all revenues from local and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Duval County Public Schools

National rank by enrollment: 14

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	700,852 [a]
-Public school enrollment:	119,000
-Percent change in enrollment (1990-1992):	+3.0%
-Percent of enrollment free or reduced price lunch:	39.0%
-Percent of enrollment limited-English proficient:	0.8%
-Percent of enrollment disabled:	NA
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	38.3%
-Percent of enrollment white:	56.9%
-Percent of enrollment Hispanic:	2.1%
-Percent of enrollment Asian/Pacific Islander:	2.5%
-Percent of enrollment Alaskan/Native American/other:	0.1%
State	
-Percent of state's school enrollment:	6.0%
-Percent of state's school poor:	6.1%
-Percent of state's school limited-English proficient:	1.1%
-Percent of state's school disabled:	NA
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	9.4%
-Percent of state's school white:	5.7%
-Percent of state's school Hispanic:	1.0%
-Percent of state's school Asian/Pacific Islander:	9.2%
-Percent of state's school Alaskan/Native American/other:	4.1%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1993
-Number of days teachers are on duty:	196 [b]
-Teacher bargaining unit:	AFT
-Total number of schools:	151
-Court order for desegregation:	Federal

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	No [c]
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	NA
-half day of kindergarten:	NA
-no prior schooling:	NA
-undetermined:	NA
4. Number of pre-kindergarten pupils per teacher/staff:	NA
5. Number of kindergarten pupils per teacher/staff:	NA
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	100.0%
8. Percent of teachers with kindergarten or elementary school credential:	NA
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	4,150
2. Annual dropout rate:	5.5% [d]
3. Percent change in annual dropout rate (1990-92):	-41.1%
4. 4-year dropout rate:	10.9% [e]
5. Percent change in 4-year dropout rate (1990-92):	-16.8%
6. Unweighted average high school daily attendance rate:	92.8%
7. % of schools with dropout prevention programs for teen mothers:	76-100% [f]

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	CTBS/4 [g]
2. Percent of students scoring in bottom quarter:	19.1%
3. Percent of students scoring in top quarter:	25.7%
4. Percent of students scoring above national norm:	53.7%
Math	
5. Standardized test(s) administered:	CTBS/4 [g]
6. Percent of students scoring in bottom quarter:	21.1%
7. Percent of students scoring in top quarter:	29.3%
8. Percent of students scoring above national norm:	53.6%
9. District reports alternative assessment data:	Yes [h]
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	NA
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	3.2%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	5.7%
14. % of schools with magnet programs:	51-75%
15. % of schools with open enrollment programs:	76-100%
16. % of schools with bilingual ed or ESL programs:	26-50%
17. % of schools with privatized/contracted instruction:	1-25%

Goal 4: Quality Teachers

1. Total number of teachers:	5,801
2. Percent of English teachers fully certified:	99.4%
3. Percent of Math teachers fully certified:	97.0%
4. Percent of Science teachers fully certified:	94.8%
5. Percent of teachers who are minority:	26.2%
6. Average teacher salary:	$29,209
7. Average high school class size:	NA
8. Number of languages spoken by students:	36
9. Number of languages in which instruction is provided	0
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

Duval County Public Schools

Great City School rank by enrollment: 11

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	NA
-enrolled in four-year colleges:	26.5%
-enrolled in two-year colleges:	NA
-performing military service:	6.1%
-employed full-time:	5.4%
-undetermined:	62.0%
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100% [i]
4. % of schools with community service programs:	76-100%
5. % of schools with job training programs for youth:	76-100% [j]
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	1.5 [k]
2. Drug/alcohol incidents per 1,000 students:	1.6
3. Suspensions per 1,000 students:	429.5
4. Expulsions per 1,000 students:	0.0
5. Number of schools with health clinics:	7
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	$5.7
8. Average age of school buildings:	41 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100% [l]
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	76-100%
13. % of schools with programs to reduce student suicide and stress:	76-100%
14. % of schools with programs to reduce crime/gangs:	76-100%
15. % of schools with pregnancy prevention programs:	76-100%
16. % of schools with programs for homeless children:	76-100%
17. % of schools with progs. to prevent sexual harassment:	76-100% [m]

Goal 7: Adequate Funding

1. Bonded debt rating:	A1
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$7,033 [n]
4. Percent of revenues from local sources:	51.0%
5. Percent of revenues from state sources:	42.9%
6. Percent of revenues from federal sources:	6.1%
7. Percent of state's elementary and secondary expenditures:	8.7%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	1-25%
3. % of schools with parenting programs for teens:	None
4. % of schools with programs for latchkey students:	None
5. % of schools with adult ed or literacy programs:	76-100% [o]
6. % of schools with site-based management programs:	76-100%

NOTES

a Population of Duval County, 1992.

b Includes instructional days in classroom and other days.

c All children who turn age 5 by September 1 are admitted.

d Annual dropout rate: the number of dropouts in grades 9-12 in a given year divided by the Fall membership for those grades (Fall Student Survey, October).

e The four year dropout rate was determined by tracking first-time grade 9 students as they progress through the school system over a four year period.

f Programs include parenting courses, counseling, social services, daycare, and nurseries at high school sites and at 2 other centrally located sites.

g Comprehensive Test of Basic Skills, grades 1-9.

h System uses Laten Trait Method on writing.

i All high schools offer voter registration programs.

j All high schools offer On the Job Training programs.

k A weapon is defined as any object made or used for the purpose of bodily harm with the exception of firearms.

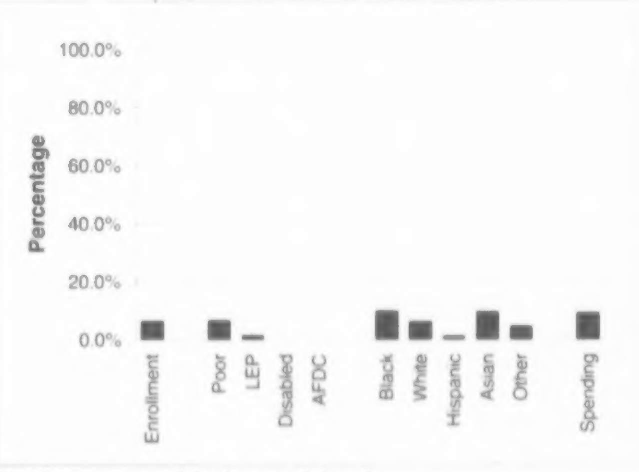
l All high schools and middle schools offer HIV/STD prevention programs.

m All high schools and middle schools offer sexual harassment prevention programs.

n Figure includes sum of all revenues from local, state, and federal sources divided by the enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

o Adult education and literacy programs (Learn to Read) are provided by the Florida County College of Jacksonville and Literacy Coalition of Jacksonville at schools through the County Education Programs.

Duval County's Share of Florida's Totals



Note: Percentages are rounded to the nearest whole number.

El Paso Independent School District

National rank by enrollment: 46

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	543,000 [a]
-Public school enrollment:	64,253
-Percent change in enrollment (1990-1992):	+0.3%
-Percent of enrollment free or reduced price lunch:	60.8%
-Percent of enrollment limited-English proficient:	25.4%
-Percent of enrollment disabled:	7.6% [b]
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	4.7%
-Percent of enrollment white:	20.5%
-Percent of enrollment Hispanic:	73.7%
-Percent of enrollment Asian/Pacific Islander:	1.0%
-Percent of enrollment Alaskan/Native American/other:	0.1%
State	
-Percent of state's school enrollment:	1.8%
-Percent of state's school poor:	2.9%
-Percent of state's school limited-English proficient:	5.2%
-Percent of state's school disabled:	1.6%
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	0.6%
-Percent of state's school white:	0.8%
-Percent of state's school Hispanic:	3.8%
-Percent of state's school Asian/Pacific Islander:	0.8%
-Percent of state's school Alaskan/Native American/other:	0.6%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1991
-Number of days teachers are on duty:	184 [c]
-Teacher bargaining unit:	NA
-Total number of schools:	88
-Court order for desegregation:	Federal

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [d]
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	0.0%
-half day of kindergarten:	70.3%
-no prior schooling:	NA
-undetermined:	29.7%
4. Number of pre-kindergarten pupils per teacher/staff:	17.1
5. Number of kindergarten pupils per teacher/staff:	NA
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	98.7%
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	2,969
2. Annual dropout rate:	2.0% [e]
3. Percent change in annual dropout rate (1990-92):	-47.4%
4. 4-year dropout rate:	NA
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	NA
7. % of schools with dropout prevention programs for teen mothers:	76-100% [f]

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	NAPT [g]
2. Percent of students scoring in bottom quarter:	26.9%
3. Percent of students scoring in top quarter:	18.2%
4. Percent of students scoring above national norm:	42.3%
Math	
5. Standardized test(s) administered:	NAPT [g]
6. Percent of students scoring in bottom quarter:	22.1%
7. Percent of students scoring in top quarter:	22.1%
8. Percent of students scoring above national norm:	48.9%
9. District reports alternative assessment data:	No
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	47.7%
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	2.9%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	NA
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	NA
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	None
16. % of schools with bilingual ed or ESL programs:	76-100%
17. % of schools with privatized/contracted instruction:	None

Goal 4: Quality Teachers

1. Total number of teachers:	4,058
2. Percent of English teachers fully certified:	99.4%
3. Percent of Math teachers fully certified:	99.1%
4. Percent of Science teachers fully certified:	98.5%
5. Percent of teachers who are minority:	45.4%
6. Average teacher salary:	$29,205
7. Average high school class size:	24.0
8. Number of languages spoken by students:	7
9. Number of languages in which instruction is provided	1
10. % of schools with future teacher programs:	None
11. % of schools with teacher or staff in-service training in urban culture or race relations:	None

El Paso Independent School District

Great City School rank by enrollment: 22

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	NA
-enrolled in four-year colleges:	NA [h]
-enrolled in two-year colleges:	NA [h]
-performing military service:	NA
-employed full-time:	NA
-undetermined:	NA
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	1-25%
4. % of schools with community service programs:	76-100%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	5.4
2. Drug/alcohol incidents per 1,000 students:	7.8 [i]
3. Suspensions per 1,000 students:	134.4
4. Expulsions per 1,000 students:	14.4
5. Number of schools with health clinics:	NA
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	$135.0
8. Average age of school buildings:	40 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	None
13. % of schools with programs to reduce student suicide and stress:	51-75% [j]
14. % of schools with programs to reduce crime/gangs:	76-100% [j]
15. % of schools with pregnancy prevention programs:	26-50% [j]
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	None

Goal 7: Adequate Funding

1. Bonded debt rating:	A1
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$4,712 [k]
4. Percent of revenues from local sources:	32.1%
5. Percent of revenues from state sources:	56.6%
6. Percent of revenues from federal sources:	11.4%
7. Percent of state's elementary and secondary expenditures:	1.9%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	76-100%
3. % of schools with parenting programs for teens:	76-100%
4. % of schools with programs for latchkey students:	26-50%
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	26-50%

NOTES

a Population of the city of El Paso, 1992.

b Eligible for services under PL94-142.

c Includes instructional days in classroom and other days.

d All children who reach age 6 by September 1 are accepted into kindergarten. Those children turning 6 between September 2 and December 31 must score at least 90% on a locally developed observer checklist and parent checklist and at or above the 50th percentile on the MRT.

e Annual dropout rate: state of Texas formula. Beginning with 1992-93, cumulative membership was used as the divisor.

f All high schools offer these programs.

g Norm Referenced Assessment Program for Texas, grades 3-11.

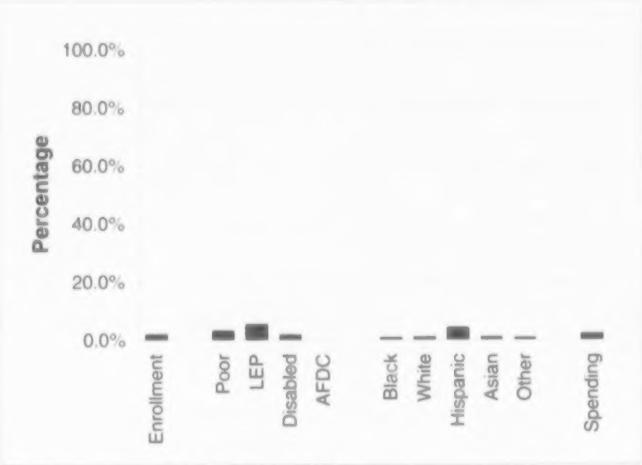
h According to the 1992-93 indication plans of the entire graduating high school population, 53% of graduates plan to attend 2-year or 4-year colleges/universities.

i A drug/alcohol related incident is defined as the use, distribution, or possession of alcohol or drugs; use of tobacco.

j Classes focusing on decision making, goal setting, conflict resolution skills, and self-esteem improvement are provided.

k Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

El Paso's Share of Texas' Totals



Note: Percentages are rounded to the nearest whole number

Fresno Unified School District

National rank by enrollment: 32

STUDENT DEMOGRAPHICS (1992-93)

District

-Population of area served (1992):	375,000 [a]
-Public school enrollment:	77,388
-Percent change in enrollment (1990-1992):	+6.9%
-Percent of enrollment free or reduced price lunch:	53.8%
-Percent of enrollment limited-English proficient:	29.1%
-Percent of enrollment disabled:	9.2% [b]
-Percent of enrollment AFDC:	45.2%
-Percent of enrollment African-American:	10.2%
-Percent of enrollment white:	28.9%
-Percent of enrollment Hispanic:	38.1%
-Percent of enrollment Asian/Pacific Islander:	22.1%
-Percent of enrollment Alaskan/Native American/other:	0.7%

State

-Percent of state's school enrollment:	1.5%
-Percent of state's school poor:	2.4%
-Percent of state's school limited-English proficient:	2.3%
-Percent of state's school disabled:	1.7%
-Percent of state's school AFDC:	3.5%
-Percent of state's school African-American:	1.8%
-Percent of state's school white:	1.0%
-Percent of state's school Hispanic:	1.6%
-Percent of state's school Asian/Pacific Islander:	3.0%
-Percent of state's school Alaskan/Native American/other:	1.3%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1992
-Number of days teachers are on duty:	183 [c]
-Teacher bargaining unit:	NEA
-Total number of schools:	90
-Court order for desegregation:	Voluntary

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [d]
2. Formalized or standardized assessments used:	Yes [d]
3. Percent of entering 1st graders with:	
-full day of kindergarten:	0.0%
-half day of kindergarten:	100.0%
-no prior schooling:	0.0%
-undetermined:	0.0%
4. Number of pre-kindergarten pupils per teacher/staff:	14.9
5. Number of kindergarten pupils per teacher/staff:	24.0
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	100.0%
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	26-50%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	2,981
2. Annual dropout rate:	9.0% [e]
3. Percent change in annual dropout rate (1990-92):	-28.0%
4. 4-year dropout rate:	24.8% [f]
5. Percent change in 4-year dropout rate (1990-92):	-26.2%
6. Unweighted average high school daily attendance rate:	91.8%
7. % of schools with dropout prevention programs for teen mothers:	26-50%

Goal 3: Improved Academic Achievement

Reading

1. Standardized test(s) administered:	ITAS [g]
2. Percent of students scoring in bottom quarter:	30.0%
3. Percent of students scoring in top quarter:	22.6%
4. Percent of students scoring above national norm:	43.3%

Math

5. Standardized test(s) administered:	ITAS [g]
6. Percent of students scoring in bottom quarter:	23.2%
7. Percent of students scoring in top quarter:	30.3%
8. Percent of students scoring above national norm:	52.9%
9. District reports alternative assessment data:	Yes [h]
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	36.4%
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	4.0% [i]
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	3.6% [i]
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	3.1% [i]
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	76-100%
16. % of schools with bilingual ed or ESL programs:	76-100%
17. % of schools with privatized/contracted instruction:	1-25%

Goal 4: Quality Teachers

1. Total number of teachers:	3,328
2. Percent of English teachers fully certified:	86.2%
3. Percent of Math teachers fully certified:	81.4%
4. Percent of Science teachers fully certified:	73.5%
5. Percent of teachers who are minority:	19.0%
6. Average teacher salary:	$37,876
7. Average high school class size:	29.6
8. Number of languages spoken by students:	89
9. Number of languages in which instruction is provided	7
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

Fresno Unified School District

Great City School rank by enrollment: 18

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	1.0%
-enrolled in four-year colleges:	55.0% [j]
-enrolled in two-year colleges:	15.0% [k]
-performing military service:	2.0%
-employed full-time:	19.0%
-undetermined:	8.0%
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	1-25%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	8.1
2. Drug/alcohol incidents per 1,000 students:	6.9 [l]
3. Suspensions per 1,000 students:	124.2
4. Expulsions per 1,000 students:	2.6
5. Number of schools with health clinics:	0
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	$20.0
8. Average age of school buildings:	30 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	1-25%
13. % of schools with programs to reduce student suicide and stress:	1-25%
14. % of schools with programs to reduce crime/gangs:	76-100%
15. % of schools with pregnancy prevention programs:	76-100%
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	76-100%

Goal 7: Adequate Funding

1. Bonded debt rating:	A
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$4,281 [m]
4. Percent of revenues from local sources:	17.7%
5. Percent of revenues from state sources:	75.5%
6. Percent of revenues from federal sources:	6.8%
7. Percent of state's elementary and secondary expenditures:	1.4%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	1-25%
3. % of schools with parenting programs for teens:	51-75%
4. % of schools with programs for latchkey students:	26-50%
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	76-100%

NOTES

a Population of the city of Fresno, 1992.

b Eligible for services under PL94-142.

c Includes instructional days in classroom and other days.

d In addition to age requirements, hearing and vision tests, and immunization screens, a system developed assessment tools used to measure eligibility for Chapter 1 and special education programs.

e Annual dropout rate: the number of students, under age 21, who leave school without a valid reason or without a transcript request for another school.

f Four year dropout rate actually represents three year dropout rate: 1 minus (1 minus grade 10 annual rate) multiplied by (1 minus grade 11 annual rate) multiplied by (1 minus grade 12 annual rate).

g Individual Tests of Academic Skills, grades 1-12.

h System uses California Learning Assessment System (CLAS) and District Writing Sample as alternative assessments.

i Advanced Placement data is from 1993-94, as of January 24, 1994.

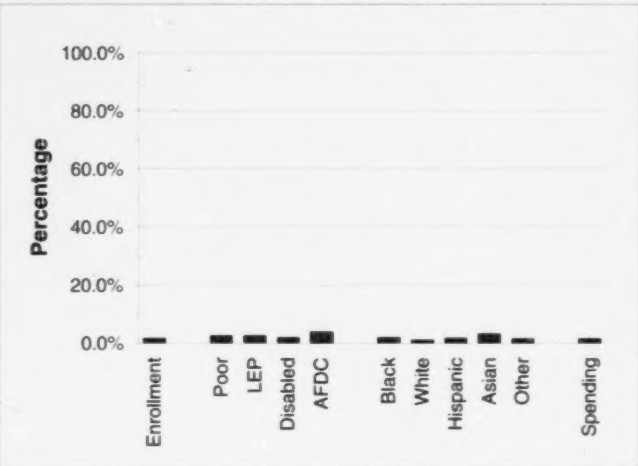
j Four-year college/university figures include those graduates in community college transfer programs.

k Two-year college figures include those graduates in 2 or more year medical programs (i.e. nursing).

l A drug/alcohol related incident is defined as the possession, use, sale, or distribution of any controlled substance, alcohol, intoxicant of any kind, or drug paraphernalia.

m Figure includes sum of all revenues from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Fresno's Share of California's Totals



Note: Percentages are rounded to the nearest whole number

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Houston Independent School District

National rank by enrollment: 5

STUDENT DEMOGRAPHICS (1992-93)

District

-Population of area served (1992):	1,690,000 [a]
-Public school enrollment:	198,209
-Percent change in enrollment (1990-1992):	+1.9%
-Percent of enrollment free or reduced price lunch:	55.3%
-Percent of enrollment limited-English proficient:	23.8%
-Percent of enrollment disabled:	9.6% [b]
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	36.2%
-Percent of enrollment white:	12.9%
-Percent of enrollment Hispanic:	48.1%
-Percent of enrollment Asian/Pacific Islander:	2.7%
-Percent of enrollment Alaskan/Native American/other:	0.1%

State

-Percent of state's school enrollment:	5.6%
-Percent of state's school poor:	8.1%
-Percent of state's school limited-English proficient:	15.0%
-Percent of state's school disabled:	6.3%
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	14.2%
-Percent of state's school white:	1.5%
-Percent of state's school Hispanic:	7.7%
-Percent of state's school Asian/Pacific Islander:	7.1%
-Percent of state's school Alaskan/Native American/other:	1.4%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	9
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1994
-Number of days teachers are on duty:	180 [c]
-Teacher bargaining unit:	None
-Total number of schools:	244
-Court order for desegregation:	Unitary

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [d]
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	64.3%
-half day of kindergarten:	0.0%
-no prior schooling:	0.0%
-undetermined:	35.7%
4. Number of pre-kindergarten pupils per teacher/staff:	NA
5. Number of kindergarten pupils per teacher/staff:	NA
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	NA
8. Percent of teachers with kindergarten or elementary school credential:	NA
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	7,199
2. Annual dropout rate:	NA [e]
3. Percent change in annual dropout rate (1990-92):	NA
4. 4-year dropout rate:	NA [f]
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	92.3%
7. % of schools with dropout prevention programs for teen mothers:	1-25%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	NAPT [g]
2. Percent of students scoring in bottom quarter:	36.6%
3. Percent of students scoring in top quarter:	14.0%
4. Percent of students scoring above national norm:	33.1%
Math	
5. Standardized test(s) administered:	NAPT [g]
6. Percent of students scoring in bottom quarter:	33.2%
7. Percent of students scoring in top quarter:	16.9%
8. Percent of students scoring above national norm:	38.5%
9. District reports alternative assessment data:	No
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	37.1%
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	5.4%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	1.2%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	3.0%
14. % of schools with magnet programs:	26-50%
15. % of schools with open enrollment programs:	26-50%
16. % of schools with bilingual ed or ESL programs:	51-75%
17. % of schools with privatized/contracted instruction:	1-25%

Goal 4: Quality Teachers

1. Total number of teachers:	10,921
2. Percent of English teachers fully certified:	NA
3. Percent of Math teachers fully certified:	NA
4. Percent of Science teachers fully certified:	NA
5. Percent of teachers who are minority:	54.5%
6. Average teacher salary:	$31,994
7. Average high school class size:	25.7
8. Number of languages spoken by students:	59
9. Number of languages in which instruction is provided	2
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	26-50%

Houston Independent School District

Great City School rank by enrollment: 5

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	NA
-enrolled in four-year colleges:	NA
-enrolled in two-year colleges:	NA
-performing military service:	NA
-employed full-time:	NA
-undetermined:	NA
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	26-50%
4. % of schools with community service programs:	76-100%
5. % of schools with job training programs for youth:	1-25%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	0.3 [h]
2. Drug/alcohol incidents per 1,000 students:	0.6 [i]
3. Suspensions per 1,000 students:	215.6
4. Expulsions per 1,000 students:	4.3
5. Number of schools with health clinics:	4 [j]
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	$0.0
8. Average age of school buildings:	36 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	26-50%
13. % of schools with programs to reduce student suicide and stress:	76-100%
14. % of schools with programs to reduce crime/gangs:	51-75%
15. % of schools with pregnancy prevention programs:	26-50%
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	26-50%

Goal 7: Adequate Funding

1. Bonded debt rating:	Aa
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$4,663 [k]
4. Percent of revenues from local sources:	70.0%
5. Percent of revenues from state sources:	20.5%
6. Percent of revenues from federal sources:	9.5%
7. Percent of state's elementary and secondary expenditures:	5.9%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	51-75%
3. % of schools with parenting programs for teens:	1-25%
4. % of schools with programs for latchkey students:	26-50%
5. % of schools with adult ed or literacy programs:	26-50%
6. % of schools with site-based management programs:	76-100%

NOTES

[a] Population of the city of Houston, 1992.

[b] Eligible for services under PL94-142.

[c] Includes instructional days in classroom and other days.

[d] Several observation based measures of learning readiness are used to determine Chapter 1 eligibility.

[e] Annual dropout rate: the number of dropouts within a specific group divided by the total enrollment within that group.

[f] Four year dropout rates are based on cumulative enrollment and membership data for a given year. However, cumulative rates are no longer reported. 1990-91 dropout rates for grades 7-12 was 8.0%.

[g] Norm Referenced Assessment Program for Texas, grades 3-11. Spanish Assessment of Basic Education (SABE) is also administered. Scores may be lower than in 1990-91 due to a change in the tests administered (MAT in 1990-91) and a change in the grade levels that are tested.

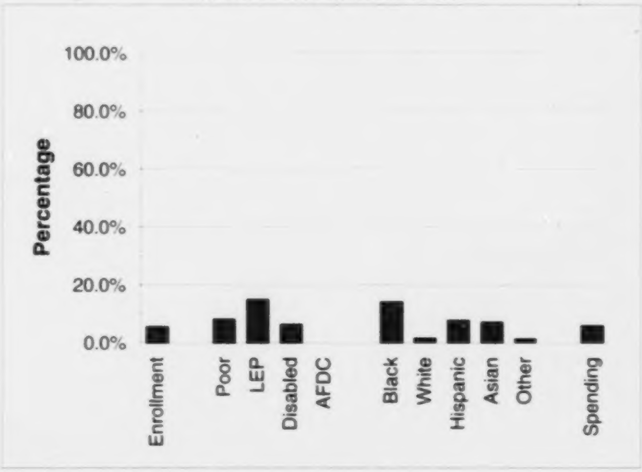
[h] The classification of objects involved in system related incidents is left to the discretion of the school system police office reporting the incident. Figures represent those weapon related incidents that occurred from September 1, 1993 to December 31, 1993.

[i] A drug/alcohol related incident is defined as the possession, manufacturing, and/or delivery of a controlled substance,; possession of paraphernalia, possession, delivery, and/or use of inhalant; possession of alcohol, and /or public intoxication. Figures represent those drug/alcohol related incidents that occurred from September 1, 1993 to December 31, 1993.

[j] System operates health clinics, Hospital/Homebound programs, and alternative schools for pregnant students.

[k] Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Houston's Share of Texas' Totals



Note: Percentages are rounded to the nearest whole number

Indianapolis Public Schools

National rank by enrollment: 75

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	746,000 a
-Public school enrollment:	46,553
-Percent change in enrollment (1990-1992):	-3.1%
-Percent of enrollment free or reduced price lunch:	66.8%
-Percent of enrollment limited-English proficient:	1.2%
-Percent of enrollment disabled:	NA b
-Percent of enrollment AFDC:	1.1%
-Percent of enrollment African-American:	52.9%
-Percent of enrollment white:	45.8%
-Percent of enrollment Hispanic:	0.9%
-Percent of enrollment Asian/Pacific Islander:	0.5%
-Percent of enrollment Alaskan/Native American/other:	0.1%
State	
-Percent of state's school enrollment:	4.8%
-Percent of state's school poor:	14.9%
-Percent of state's school limited-English proficient:	11.5%
-Percent of state's school disabled:	NA
-Percent of state's school AFDC:	0.6%
-Percent of state's school African-American:	23.4%
-Percent of state's school white:	2.6%
-Percent of state's school Hispanic:	5.5%
-Percent of state's school Asian/Pacific Islander:	1.1%
-Percent of state's school Alaskan/Native American/other:	1.9%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1994* c
-Number of days teachers are on duty:	190 d
-Teacher bargaining unit:	NEA
-Total number of schools:	92
-Court order for desegregation:	Federal

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	No
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	0.0%
-half day of kindergarten:	91.2%
-no prior schooling:	1.6%
-undetermined:	7.2%
4. Number of pre-kindergarten pupils per teacher/staff:	NA
5. Number of kindergarten pupils per teacher/staff:	26.8
6. State requires early childhood/pre-k teacher credential:	No
7. Percent of teachers with early childhood pre-kindergarten credential:	65.0%
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	1,880
2. Annual dropout rate:	NA
3. Percent change in annual dropout rate (1990-92):	NA
4. 4-year dropout rate:	12.5%
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	92.6%
7. % of schools with dropout prevention programs for teen mothers:	1-25% e

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	CAT f
2. Percent of students scoring in bottom quarter:	NA
3. Percent of students scoring in top quarter:	NA
4. Percent of students scoring above national norm:	NA
Math	
5. Standardized test(s) administered:	CAT f
6. Percent of students scoring in bottom quarter:	NA
7. Percent of students scoring in top quarter:	NA
8. Percent of students scoring above national norm:	NA
9. District reports alternative assessment data:	No
10. Percent of 10th graders receiving a passing grade for a full year course-in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	NA
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	NA
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	NA
14. % of schools with magnet programs:	26-50%
15. % of schools with open enrollment programs:	26-50%
16. % of schools with bilingual ed or ESL programs:	26-50%
17. % of schools with privatized/contracted instruction:	1-25%

Goal 4: Quality Teachers

1. Total number of teachers:	2,932
2. Percent of English teachers fully certified:	100.0%
3. Percent of Math teachers fully certified:	100.0%
4. Percent of Science teachers fully certified:	100.0%
5. Percent of teachers who are minority:	21.4%
6. Average teacher salary:	$34,277
7. Average high school class size:	NA
8. Number of languages spoken by students:	41
9. Number of languages in which instruction is provided	7
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

Indianapolis Public Schools

Great City School rank by enrollment: 36

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	12.3%
-enrolled in four-year colleges:	63.2%
-enrolled in two-year colleges:	16.3%
-performing military service:	8.3%
-employed full-time:	NA
-undetermined:	NA
2. % of schools with higher education awareness programs for junior/middle school students:	51-75%
3. % of schools with voter registration programs:	51-75%
4. % of schools with community service programs:	51-75%
5. % of schools with job training programs for youth:	51-75%
6. % of schools with business collaboratives:	51-75%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	2.0 [g]
2. Drug/alcohol incidents per 1,000 students:	1.2 [h]
3. Suspensions per 1,000 students:	135.0
4. Expulsions per 1,000 students:	4.2
5. Number of schools with health clinics:	2
6. Number of student visits to health clinics:	1,200
7. Total amount of deferred maintenance (in millions):	NA
8. Average age of school buildings:	NA
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	51-75%
11. % of schools with nutrition education programs:	51-75%
12. % of schools with programs for children of drug-addicted parents:	1-25%
13. % of schools with programs to reduce student suicide and stress:	51-75%
14. % of schools with programs to reduce crime/gangs:	51-75%
15. % of schools with pregnancy prevention programs:	51-75%
16. % of schools with programs for homeless children:	51-75%
17. % of schools with progs. to prevent sexual harassment:	1-25%

Goal 7: Adequate Funding

1. Bonded debt rating:	NA
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$7,247 [i]
4. Percent of revenues from local sources:	42.9%
5. Percent of revenues from state sources:	47.6%
6. Percent of revenues from federal sources:	9.5%
7. Percent of state's elementary and secondary expenditures:	6.6%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	1-25%
3. % of schools with parenting programs for teens:	1-25%
4. % of schools with programs for latchkey students:	.1-25%
5. % of schools with adult ed or literacy programs:	76-100%
6. % of schools with site-based management programs:	1-25%

NOTES

[a] Population of city of Indianapolis, 1992.

[b] Eligible for services under PL94-142.

[c] Asterik indicates interim superintendent.

[d] Includes instructional days in classroom and other days.

[e] All high schools offer the Parents are Successful Students (PASS), which provides transportation and childcare for teen mothers.

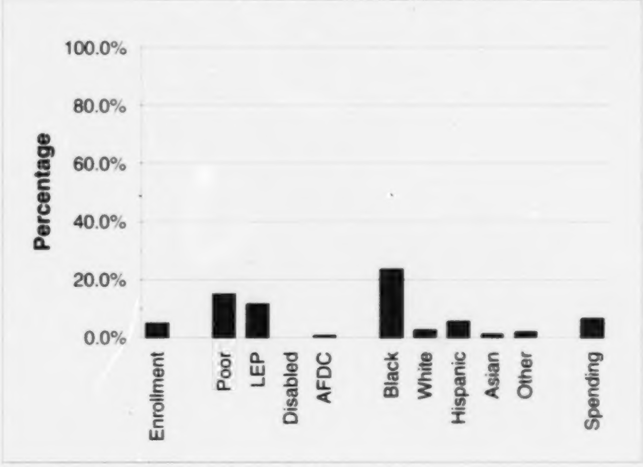
[f] California Achievement Tests, grades 4, 5, 7, 10, and 12. Comprehensive Test of Basic Skills, grades 1 and 11. Indiana State-wide Testing for Educational Progress (ISTEP), grades 2, 3, 6, 8, and 9.

[g] Weapon is defined as any object, capable of inflicting serious bodily injury and for which there exists no legitimate use connected with any educational function or activity in which the student may be engaged.

[h] A drug/alcohol related incident includes the use of any illegal chemical/substance and the misuse of a prescription drug or misdistribution of any prescription.

[i] Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Indiannapolis' Share of Indiana's Totals



Note: Percentages are rounded to the nearest whole number

Jefferson County Public Schools

National rank by enrollment: 23

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	271,000[a]
-Public school enrollment:	91,603[b]
-Percent change in enrollment (1990-1992):	+0.2%
-Percent of enrollment free or reduced price lunch:	44.1%
-Percent of enrollment limited-English proficient:	0.6%
-Percent of enrollment disabled:	2.7%[c]
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	30.2%
-Percent of enrollment white:	68.5%
-Percent of enrollment Hispanic:	0.3%
-Percent of enrollment Asian/Pacific Islander:	0.9%
-Percent of enrollment Alaskan/Native American/other:	0.1%
State	
-Percent of state's school enrollment:	14.0%
-Percent of state's school poor:	15.3%
-Percent of state's school limited-English proficient:	6.5%
-Percent of state's school disabled:	4.0%
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	45.5%
-Percent of state's school white:	10.9%
-Percent of state's school Hispanic:	26.3%
-Percent of state's school Asian/Pacific Islander:	26.1%
-Percent of state's school Alaskan/Native American/other:	17.3%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1993
-Number of days teachers are on duty:	185[d]
-Teacher bargaining unit:	JCTA
-Total number of schools:	153
-Court order for desegregation:	NA

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	No[e]
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	1.5%
-half day of kindergarten:	98.5%
-no prior schooling:	NA
-undetermined:	NA
4. Number of pre-kindergarten pupils per teacher/staff:	NA
5. Number of kindergarten pupils per teacher/staff:	22.2
6. State requires early childhood/pre-k teacher credential:	No
7. Percent of teachers with early childhood pre-kindergarten credential:	NA
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	4,961
2. Annual dropout rate:	3.3%[f]
3. Percent change in annual dropout rate (1990-92):	+40.0%
4. 4-year dropout rate:	9.8%[g]
5. Percent change in 4-year dropout rate (1990-92):	-46.7%
6. Unweighted average high school daily attendance rate:	91.9%
7. % of schools with dropout prevention programs for teen mothers:	1-25%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	NA
2. Percent of students scoring in bottom quarter:	NA
3. Percent of students scoring in top quarter:	NA
4. Percent of students scoring above national norm:	NA
Math	
5. Standardized test(s) administered:	NA
6. Percent of students scoring in bottom quarter:	NA
7. Percent of students scoring in top quarter:	NA
8. Percent of students scoring above national norm:	NA
9. District reports alternative assessment data:	Yes[h]
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	0.6%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	0.9%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	0.3%
14. % of schools with magnet programs:	76-100%
15. % of schools with open enrollment programs:	1-25%
16. % of schools with bilingual ed or ESL programs:	1-25%
17. % of schools with privatized/contracted instruction:	1-25%

Goal 4: Quality Teachers

1. Total number of teachers:	5,647
2. Percent of English teachers fully certified:	100.0%
3. Percent of Math teachers fully certified:	100.0%
4. Percent of Science teachers fully certified:	100.0%
5. Percent of teachers who are minority:	15.2%
6. Average teacher salary:	$34,752
7. Average high school class size:	NA
8. Number of languages spoken by students:	30
9. Number of languages in which instruction is provided	1[i]
10. % of schools with future teacher programs:	1-25%[j]
11. % of schools with teacher or staff in-service training in urban culture or race relations:	1-25%

Jefferson County Public Schools

Great City School rank by enrollment: 15

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	2.0%
-enrolled in four-year colleges:	58.0% [k]
-enrolled in two-year colleges:	2.5% [k]
-performing military service:	4.0%
-employed full-time:	24.1%
-undetermined:	9.5%
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	51-75%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	3.0
2. Drug/alcohol incidents per 1,000 students:	NA
3. Suspensions per 1,000 students:	84.8
4. Expulsions per 1,000 students:	NA
5. Number of schools with health clinics:	0 [l]
6. Number of student visits to health clinics:	1,000
7. Total amount of deferred maintenance (in millions):	NA
8. Average age of school buildings:	NA
9. % of schools with drug education programs:	76-100% [m]
10. % of schools with HIV/STD prevention programs:	76-100% [m]
11. % of schools with nutrition education programs:	76-100% [m]
12. % of schools with programs for children of drug-addicted parents:	1-25% [m]
13. % of schools with programs to reduce student suicide and stress:	1-25% [m]
14. % of schools with programs to reduce crime/gangs:	26-50% [m]
15. % of schools with pregnancy prevention programs:	76-100% [m]
16. % of schools with programs for homeless children:	1-25% [m]
17. % of schools with progs. to prevent sexual harassment:	1-25% [m]

Goal 7: Adequate Funding

1. Bonded debt rating:	NA
2. Local school taxing authority:	NA
3. Total revenues per student:	$5,231 [n]
4. Percent of revenues from local sources:	43.4%
5. Percent of revenues from state sources:	43.3%
6. Percent of revenues from federal sources:	13.4%
7. Percent of state's elementary and secondary expenditures:	16.1%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	21.5
2. % of schools with parenting programs for adults:	51-75%
3. % of schools with parenting programs for teens:	1-25%
4. % of schools with programs for latchkey students:	51-75% [o]
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	76-100%

NOTES

a Population of Jefferson County, 1992.

b Figure represents enrollment during second pupil month, 1992-93.

c Eligible for services under PL94-142.

d Includes instructional days in classroom and other days.

e All children who turn age 5 by October 1 are admitted.

f Beginning in 1992-93, dropouts were defined as students who ceased to attend school without graduating, transferring, or enrolling for the next school year.

g Four year dropout rates are defined as the number of graduates (early and four year graduates) plus number of retainees divided by (the number of entering grade 9 students plus net transfers).

h System uses Kentucky Instructional Results Information System.

i Four bilingual tutors assist LEP students with other language backgrounds.

j All high schools offer future teacher programs.

k 58.9% of graduates plan to attend either 2-year or 4-year colleges/universities.

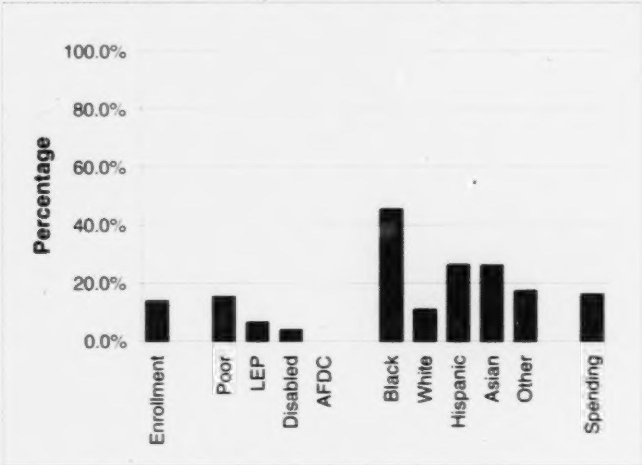
l Special clinics at school sites are organized as needed to meet student health requirement (immunizations, physicals). Other services are organized and provided by Louisville and Jefferson County Special Immunization Project, Park DuValle County Health Center, Spalding University and University of Louisville Schools of Nursing, and other health professionals.

m Some issues addressed in these programs are incorporated in the curriculum.

n Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

o Over 90% of elementary schools offer before and after school programs in partnership with the YMCA.

Jefferson County's Share of Kentucky's Totals



Note: Percentages are rounded to the nearest whole number

Long Beach Public Schools

National rank by enrollment: 33

STUDENT DEMOGRAPHICS (1992-93)

District

-Population of area served (1992):	439,000 [a]
-Public school enrollment:	75,414
-Percent change in enrollment (1990-1992):	+5.2%
-Percent of enrollment free or reduced price lunch:	NA
-Percent of enrollment limited-English proficient:	NA
-Percent of enrollment disabled:	NA
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	19.7%
-Percent of enrollment white:	24.2%
-Percent of enrollment Hispanic:	34.5%
-Percent of enrollment Asian/Pacific Islander:	21.3%
-Percent of enrollment Alaskan/Native American/other:	0.4%

State

-Percent of state's school enrollment:	1.5%
-Percent of state's school poor:	NA
-Percent of state's school limited-English proficient:	NA
-Percent of state's school disabled:	NA
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	3.3%
-Percent of state's school white:	0.8%
-Percent of state's school Hispanic:	1.4%
-Percent of state's school Asian/Pacific Islander:	2.8%
-Percent of state's school Alaskan/Native American/other:	0.7%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	5
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1992
-Number of days teachers are on duty:	182 [b]
-Teacher bargaining unit:	NEA
-Total number of schools:	83
-Court order for desegregation:	State gov.

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	NA
2. Formalized or standardized assessments used:	NA
3. Percent of entering 1st graders with:	
-full day of kindergarten:	NA
-half day of kindergarten:	NA
-no prior schooling:	NA
-undetermined:	NA
4. Number of pre-kindergarten pupils per teacher/staff:	NA
5. Number of kindergarten pupils per teacher/staff:	NA
6. State requires early childhood/pre-k teacher credential:	NA
7. Percent of teachers with early childhood pre-kindergarten credential:	NA
8. Percent of teachers with kindergarten or elementary school credential:	NA
9. % of schools with child care for infants of teen moms:	NA

Goal 2: Increased Graduation Rates

1. Total number of graduates:	2,914
2. Annual dropout rate:	NA
3. Percent change in annual dropout rate (1990-92):	NA
4. 4-year dropout rate:	NA
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	NA
7. % of schools with dropout prevention programs for teen mothers:	NA

Goal 3: Improved Academic Achievement

Reading

1. Standardized test(s) administered:	NA
2. Percent of students scoring in bottom quarter:	NA
3. Percent of students scoring in top quarter:	NA
4. Percent of students scoring above national norm:	NA

Math

5. Standardized test(s) administered:	NA
6. Percent of students scoring in bottom quarter:	NA
7. Percent of students scoring in top quarter:	NA
8. Percent of students scoring above national norm:	NA
9. District reports alternative assessment data:	NA
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	NA
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	NA
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	NA
14. % of schools with magnet programs:	NA
15. % of schools with open enrollment programs:	NA
16. % of schools with bilingual ed or ESL programs:	NA
17. % of schools with privatized/contracted instruction:	NA

Goal 4: Quality Teachers

1. Total number of teachers:	3,014
2. Percent of English teachers fully certified:	NA
3. Percent of Math teachers fully certified:	NA
4. Percent of Science teachers fully certified:	NA
5. Percent of teachers who are minority:	NA
6. Average teacher salary:	$38,016
7. Average high school class size:	NA
8. Number of languages spoken by students:	NA
9. Number of languages in which instruction is provided	NA
10. % of schools with future teacher programs:	NA
11. % of schools with teacher or staff in-service training in urban culture or race relations:	NA

Long Beach Public Schools

Great City School rank by enrollment: 19

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	NA
-enrolled in four-year colleges:	NA
-enrolled in two-year colleges:	NA
-performing military service:	NA
-employed full-time:	NA
-undetermined:	NA
2. % of schools with higher education awareness programs for junior/middle school students:	NA
3. % of schools with voter registration programs:	NA
4. % of schools with community service programs:	NA
5. % of schools with job training programs for youth:	NA
6. % of schools with business collaboratives:	NA

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	NA
2. Drug/alcohol incidents per 1,000 students:	NA
3. Suspensions per 1,000 students:	NA
4. Expulsions per 1,000 students:	NA
5. Number of schools with health clinics:	NA
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	NA
8. Average age of school buildings:	NA
9. % of schools with drug education programs:	NA
10. % of schools with HIV/STD prevention programs:	NA
11. % of schools with nutrition education programs:	NA
12. % of schools with programs for children of drug-addicted parents:	NA
13. % of schools with programs to reduce student suicide and stress:	NA
14. % of schools with programs to reduce crime/gangs:	NA
15. % of schools with pregnancy prevention programs:	NA
16. % of schools with programs for homeless children:	NA
17. % of schools with progs. to prevent sexual harassment:	NA

Goal 7: Adequate Funding

1. Bonded debt rating:	NA
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$4,319[c]
4. Percent of revenues from local sources:	1.3%
5. Percent of revenues from state sources:	90.3%
6. Percent of revenues from federal sources:	8.4%
7. Percent of state's elementary and secondary expenditures:	1.4%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	NA
3. % of schools with parenting programs for teens:	NA
4. % of schools with programs for latchkey students:	NA
5. % of schools with adult ed or literacy programs:	NA
6. % of schools with site-based management programs:	NA

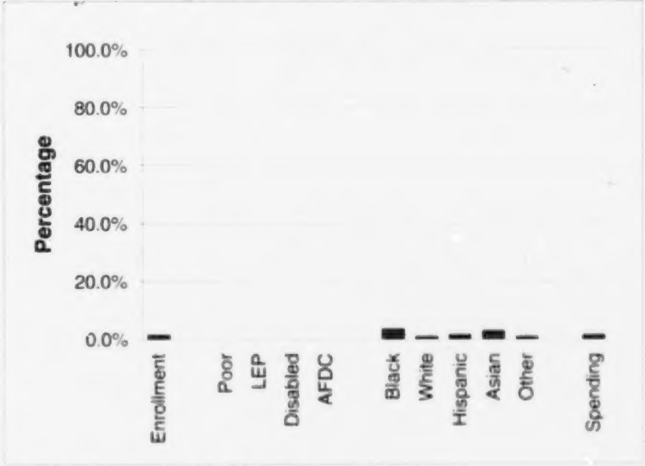
NOTES

[a] Population of cityof Long Beach, 1992.

[b] Includes instructional days in classroom and other days.

[c] Figure includes the sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Long Beach's Share of California's Totals



Note: Percentages are rounded to the nearest whole number

Los Angeles Unified School District

National rank by enrollment: 2

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	3,575,000 [a]
-Public school enrollment:	653,619
-Percent change in enrollment (1990-1992):	+3.8%
-Percent of enrollment free or reduced price lunch:	64.9%
-Percent of enrollment limited-English proficient:	42.8%
-Percent of enrollment disabled:	2.9% [b]
-Percent of enrollment AFDC:	26.1%
-Percent of enrollment African-American:	14.5%
-Percent of enrollment white:	12.5%
-Percent of enrollment Hispanic:	65.4%
-Percent of enrollment Asian/Pacific Islander:	7.4%
-Percent of enrollment Alaskan/Native American/other:	0.3%
State	
-Percent of state's school enrollment:	12.6%
-Percent of state's school poor:	24.7%
-Percent of state's school limited-English proficient:	28.4%
-Percent of state's school disabled:	4.7%
-Percent of state's school AFDC:	17.3%
-Percent of state's school African-American:	21.2%
-Percent of state's school white:	3.6%
-Percent of state's school Hispanic:	22.8%
-Percent of state's school Asian/Pacific Islander:	8.4%
-Percent of state's school Alaskan/Native American/other:	4.1%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1992
-Number of days teachers are on duty:	182 [c]
-Teacher bargaining unit:	UTLA
-Total number of schools:	755
-Court order for desegregation:	State court

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [d]
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	NA
-half day of kindergarten:	NA
-no prior schooling:	NA
-undetermined:	NA
4. Number of pre-kindergarten pupils per teacher/staff:	30.7
5. Number of kindergarten pupils per teacher/staff:	29.8
6. State requires early childhood/pre-k teacher credential:	No
7. Percent of teachers with early childhood pre-kindergarten credential:	8.8%
8. Percent of teachers with kindergarten or elementary school credential:	27.4%
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	25,044
2. Annual dropout rate:	NA
3. Percent change in annual dropout rate (1990-92):	NA
4. 4-year dropout rate:	33.3%
5. Percent change in 4-year dropout rate (1990-92):	-13.5%
6. Unweighted average high school daily attendance rate:	82.8%
7. % of schools with dropout prevention programs for teen mothers:	1-25%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	CTBS [e]
2. Percent of students scoring in bottom quarter:	42.0%
3. Percent of students scoring in top quarter:	12.3%
4. Percent of students scoring above national norm:	29.7%
Math	
5. Standardized test(s) administered:	CTBS [e]
6. Percent of students scoring in bottom quarter:	30.1%
7. Percent of students scoring in top quarter:	23.5%
8. Percent of students scoring above national norm:	44.8%
9. District reports alternative assessment data:	Yes [f]
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	14.0%
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	NA
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	NA
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	NA
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	1-25%
16. % of schools with bilingual ed or ESL programs:	76-100%
17. % of schools with privatized/contracted instruction:	1-25%

Goal 4: Quality Teachers

1. Total number of teachers:	24,915
2. Percent of English teachers fully certified:	93.4%
3. Percent of Math teachers fully certified:	82.7%
4. Percent of Science teachers fully certified:	81.7%
5. Percent of teachers who are minority:	42.8%
6. Average teacher salary:	$44,351
7. Average high school class size:	NA
8. Number of languages spoken by students:	86
9. Number of languages in which instruction is provided	8
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	51-75%

Los Angeles Unified School District

Great City School rank by enrollment: 2

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	4.3%
-enrolled in four-year colleges:	24.7%
-enrolled in two-year colleges:	46.3%
-performing military service:	4.1%
-employed full-time:	6.0%
-undetermined:	14.7%
2. % of schools with higher education awareness programs for junior/middle school students:	51-75%
3. % of schools with voter registration programs:	26-50%
4. % of schools with community service programs:	76-100%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	51-75%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	3.5
2. Drug/alcohol incidents per 1,000 students:	1.6 [g]
3. Suspensions per 1,000 students:	93.5
4. Expulsions per 1,000 students:	1.1
5. Number of schools with health clinics:	3 [h]
6. Number of student visits to health clinics:	4,462
7. Total amount of deferred maintenance (in millions):	$603.0
8. Average age of school buildings:	34 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	51-75%
11. % of schools with nutrition education programs:	51-75%
12. % of schools with programs for children of drug-addicted parents:	1-25%
13. % of schools with programs to reduce student suicide and stress:	26-50%
14. % of schools with programs to reduce crime/gangs:	51-75%
15. % of schools with pregnancy prevention programs:	26-50%
16. % of schools with programs for homeless children:	26-50%
17. % of schools with progs. to prevent sexual harassment:	1-25%

Goal 7: Adequate Funding

1. Bonded debt rating:	Aa
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$5,771 [i]
4. Percent of revenues from local sources:	18.0%
5. Percent of revenues from state sources:	72.8%
6. Percent of revenues from federal sources:	9.2%
7. Percent of state's elementary and secondary expenditures:	15.9%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	2.8
2. % of schools with parenting programs for adults:	51-75%
3. % of schools with parenting programs for teens:	51-75%
4. % of schools with programs for latchkey students:	51-75%
5. % of schools with adult ed or literacy programs:	76-100% [j]
6. % of schools with site-based management programs:	1-25%

NOTES

[a] Population of city of Los Angeles, 1992.

[b] Eligible for services under PL94-142.

[c] Includes instructional days in classroom and other days.

[d] Language Assessment Scales is used to determine oral English language fluency among pre-kindergarten students.

[e] Comprehensive Test of Basic Skills, grades 1-11. System also uses Aprenda, grades 1-6.

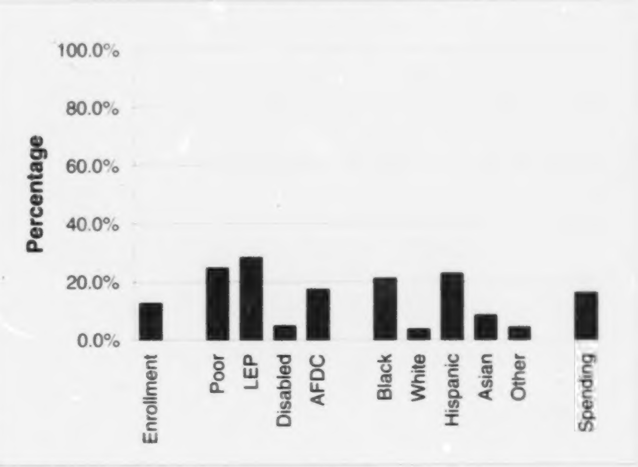
[f] System uses California Learning Assessment System Performance Tests (CLAS).

[g] Three categories of drug/alcohol incidents: 1) possession, use, sale, furnishing, or being under the influence of any controlled substance, alcoholic beverage or intoxicant; 2) offering, furnishing, or sale of any substitute substance represented as a controlled substance or intoxicant of any kind; 3) offering, furnishing, or sale of any drug paraphernalia.

[h] Other County Health Department and System Collaboratives offer health services.

[i] Figure includes sum of all revenues from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure

[j] Community Adult Schools provide adult education and literacy programs.



Los Angeles' Share of California's Totals

Note: Percentages are rounded to the nearest whole number

Memphis City School System

National rank by enrollment: 20

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	610,000[a]
-Public school enrollment:	107,921
-Percent change in enrollment (1990-1992):	+4.2%
-Percent of enrollment free or reduced price lunch:	63.2%
-Percent of enrollment limited-English proficient:	1.3%
-Percent of enrollment disabled:	9.6%[b]
-Percent of enrollment AFDC:	44.0%
-Percent of enrollment African-American:	80.2%
-Percent of enrollment white:	18.8%
-Percent of enrollment Hispanic:	0.2%[c]
-Percent of enrollment Asian/Pacific Islander:	0.7%[c]
-Percent of enrollment Alaskan/Native American/other:	0.0%[c]
State	
-Percent of state's school enrollment:	12.8%
-Percent of state's school poor:	23.8%
-Percent of state's school limited-English proficient:	38.7%
-Percent of state's school disabled:	11.3%
-Percent of state's school AFDC:	45.1%
-Percent of state's school African-American:	45.3%
-Percent of state's school white:	3.1%
-Percent of state's school Hispanic:	8.2%[c]
-Percent of state's school Asian/Pacific Islander:	13.6%[c]
-Percent of state's school Alaskan/Native American/other:	3.0%[c]

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	9
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1992
-Number of days teachers are on duty:	200[d]
-Teacher bargaining unit:	NEA
-Total number of schools:	162
-Court order for desegregation:	Federal

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes[e]
2. Formalized or standardized assessments used:	Yes[f]
3. Percent of entering 1st graders with:	
-full day of kindergarten:	73.2%
-half day of kindergarten:	0.0%
-no prior schooling:	0.0%
-undetermined:	26.8%
4. Number of pre-kindergarten pupils per teacher/staff:	17.3
5. Number of kindergarten pupils per teacher/staff:	22.3
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	3.4%
8. Percent of teachers with kindergarten or elementary school credential:	98.5%
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	4,595
2. Annual dropout rate:	9.8%[g]
3. Percent change in annual dropout rate (1990-92):	-2.0%[h]
4. 4-year dropout rate:	34.3%
5. Percent change in 4-year dropout rate (1990-92):	-0.3%
6. Unweighted average high school daily attendance rate:	87.8%
7. % of schools with dropout prevention programs for teen mothers:	1-25%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	CTBS/4[i]
2. Percent of students scoring in bottom quarter:	29.3%
3. Percent of students scoring in top quarter:	20.7%
4. Percent of students scoring above national norm:	42.9%
Math	
5. Standardized test(s) administered:	CTBS/4[i]
6. Percent of students scoring in bottom quarter:	23.4%
7. Percent of students scoring in top quarter:	24.4%
8. Percent of students scoring above national norm:	48.7%
9. District reports alternative assessment data:	No
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	57.9%
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	2.8%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	1.9%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	1.5%
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	26-50%[j]
16. % of schools with bilingual ed or ESL programs:	1-25%
17. % of schools with privatized/contracted instruction:	1-25%

Goal 4: Quality Teachers

1. Total number of teachers:	5,651
2. Percent of English teachers fully certified:	NA
3. Percent of Math teachers fully certified:	NA
4. Percent of Science teachers fully certified:	NA
5. Percent of teachers who are minority:	49.1%
6. Average teacher salary:	$28,570
7. Average high school class size:	25.0
8. Number of languages spoken by students:	54
9. Number of languages in which instruction is provided	4
10. % of schools with future teacher programs:	26-50%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

205

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	16.8%
-enrolled in four-year colleges:	48.9%
-enrolled in two-year colleges:	14.7%
-performing military service:	6.5%
-employed full-time:	8.9%
-undetermined:	4.2%
2. % of schools with higher education awareness programs for junior/middle school students:	None
3. % of schools with voter registration programs:	None
4. % of schools with community service programs:	76-100%
5. % of schools with job training programs for youth:	1-25%
6. % of schools with business collaboratives:	1-25%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	6.0 [k]
2. Drug/alcohol incidents per 1,000 students:	7.3 [l]
3. Suspensions per 1,000 students:	99.3
4. Expulsions per 1,000 students:	2.0
5. Number of schools with health clinics:	2
6. Number of student visits to health clinics:	6,182
7. Total amount of deferred maintenance (in millions):	NA
8. Average age of school buildings:	41 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	1-25%
13. % of schools with programs to reduce student suicide and stress:	26-50%
14. % of schools with programs to reduce crime/gangs:	26-50%
15. % of schools with pregnancy prevention programs:	1-25%
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	1-25%

Goal 7: Adequate Funding

1. Bonded debt rating:	NA
2. Local school taxing authority:	Dependent
3. Total revenues per student:	$4,152 [m]
4. Percent of revenues from local sources:	49.2%
5. Percent of revenues from state sources:	41.1%
6. Percent of revenues from federal sources:	9.7%
7. Percent of state's elementary and secondary expenditures:	14.2%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	1-25%
3. % of schools with parenting programs for teens:	1-25%
4. % of schools with programs for latchkey students:	26-50%
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	1-25%

NOTES

[a] Population of city of Memphis, 1992.

[b] Eligible for services under PL94-142.

[c] Enrollment percentages for non-African-American and non-white students are from National Center for Education Statistics.

[d] Includes instructional days in classroom and other days.

[e] System uses medical assessment (immunization records, physicals, visual and hearing examinations) as well as the 1992-93 Kindergarten Progress Report.

[f] Brigance Diagnostic Inventory of Early Development for pre-kindergarten (BDIED).

[g] Annual dropout rate: the number of summer and school year dropouts (students who cease to attend school without graduating, transferring, or dying) divided by summer and school year enrollment divided by 2.

[h] Four year rate: 1 minus (1 minus annual dropout rate) raised to the 4th power.

[i] Comprehensive Test of Basic Skills, grades 1-8 and 10.

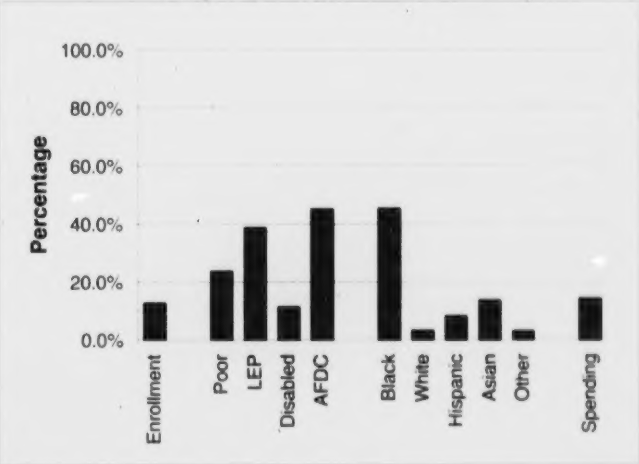
[j] All schools may receive students from outside the city based on space availability, payment of fees, and student's standing in previous school system.

[k] A weapon is defined as any object used to threaten or inflict harm.

[l] A drug/alcohol related incident includes the use or possession of drugs, alcohol, or tobacco.

[m] Figure includes sum of all revenues from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Memphis' Share of Tennessee's Totals



Note: Percentages are rounded to the nearest whole number

Milwaukee Public Schools

National rank by enrollment: 22

STUDENT DEMOGRAPHICS (1992-93)

District

-Population of area served (1992):	617,000 [a]
-Public school enrollment:	100,163
-Percent change in enrollment (1990-1992):	+1.8%
-Percent of enrollment free or reduced price lunch:	64.0%
-Percent of enrollment limited-English proficient:	NA
-Percent of enrollment disabled:	NA
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	57.8%
-Percent of enrollment white:	25.9%
-Percent of enrollment Hispanic:	10.4%
-Percent of enrollment Asian/Pacific Islander:	3.6%
-Percent of enrollment Alaskan/Native American/other:	2.3% [b]

State

-Percent of state's school enrollment:	12.1%
-Percent of state's school poor:	35.3%
-Percent of state's school limited-English proficient:	NA
-Percent of state's school disabled:	NA
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	77.9%
-Percent of state's school white:	3.7%
-Percent of state's school Hispanic:	44.8%
-Percent of state's school Asian/Pacific Islander:	19.2%
-Percent of state's school Alaskan/Native American/other:	11.0%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	9
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1991
-Number of days teachers are on duty:	187 [c]
-Teacher bargaining unit:	Indepen.
-Total number of schools:	154
-Court order for desegregation:	Federal

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	No
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	NA
-half day of kindergarten:	NA
-no prior schooling:	NA
-undetermined:	NA
4. Number of pre-kindergarten pupils per teacher/staff:	11.9
5. Number of kindergarten pupils per teacher/staff:	39.0
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	100.0%
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	3,207 [d]
2. Annual dropout rate:	17.4%
3. Percent change in annual dropout rate (1990-92):	+8.1%
4. 4-year dropout rate:	39.0%
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	80.0%
7. % of schools with dropout prevention programs for teen mothers:	1-25%

Goal 3: Improved Academic Achievement

Reading

1. Standardized test(s) administered:	ITBS [e]
2. Percent of students scoring in bottom quarter:	30.1%
3. Percent of students scoring in top quarter:	12.0%
4. Percent of students scoring above national norm:	37.3%

Math

5. Standardized test(s) administered:	ITBS [e]
6. Percent of students scoring in bottom quarter:	30.9%
7. Percent of students scoring in top quarter:	14.6%
8. Percent of students scoring above national norm:	37.7%
9. District reports alternative assessment data:	Yes [f]
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	NA
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	NA
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	NA
14. % of schools with magnet programs:	51-75%
15. % of schools with open enrollment programs:	None
16. % of schools with bilingual ed or ESL programs:	26-50%
17. % of schools with privatized/contracted instruction:	None

Goal 4: Quality Teachers

1. Total number of teachers:	6,147
2. Percent of English teachers fully certified:	96.7%
3. Percent of Math teachers fully certified:	99.4%
4. Percent of Science teachers fully certified:	98.3%
5. Percent of teachers who are minority:	22.3%
6. Average teacher salary:	$35,273
7. Average high school class size:	NA
8. Number of languages spoken by students:	37
9. Number of languages in which instruction is provided	3
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

Milwaukee Public Schools

Great City School rank by enrollment: 14

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	3.1%
-enrolled in four-year colleges:	41.7%
-enrolled in two-year colleges:	18.1%
-performing military service:	3.3%
-employed full-time:	11.6%
-undetermined:	22.1%
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	1-25%
4. % of schools with community service programs:	76-100%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	6.0 [g]
2. Drug/alcohol incidents per 1,000 students:	0.8 [h]
3. Suspensions per 1,000 students:	173.5
4. Expulsions per 1,000 students:	1.0
5. Number of schools with health clinics:	1
6. Number of student visits to health clinics:	300
7. Total amount of deferred maintenance (in millions):	$0.0
8. Average age of school buildings:	58 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	1-25%
13. % of schools with programs to reduce student suicide and stress:	76-100%
14. % of schools with programs to reduce crime/gangs:	76-100%
15. % of schools with pregnancy prevention programs:	76-100%
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	76-100%

Goal 7: Adequate Funding

1. Bonded debt rating:	NA
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$6,679 [i]
4. Percent of revenues from local sources:	38.0%
5. Percent of revenues from state sources:	50.7%
6. Percent of revenues from federal sources:	11.3%
7. Percent of state's elementary and secondary expenditures:	13.4%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	None
3. % of schools with parenting programs for teens:	None
4. % of schools with programs for latchkey students:	None
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	51-75%

NOTES

a Population of the city of Milwaukee, 1992.

b Percent includes 1196 (1.1%) students of unidentified race/ethnicity.

c Includes instructional days in classroom and other days.

d In addition, 31 students, identified as "others" graduated.

e Iowa Test of Basic Skills, grades 5 and 7, Test of Achievement and Proficiency, grade 10.

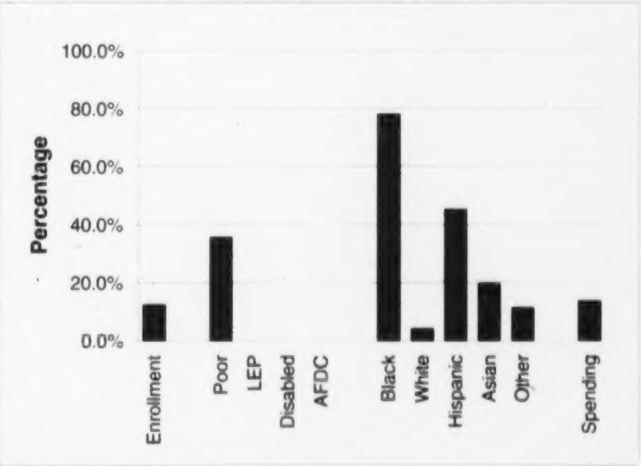
f System uses Writing Sample Assessments.

g A weapon includes a gun, knife, razor, karate stick, metal knuckles, or any other object that by its use or intended use, is capable of inflicting harm.

h A drug/alcohol related incident includes possession, use, sale, or distribution of illegal drugs, alcohol, or any substances, materials or related paraphernalia that are dangerous to another person's health, safety, or disrupts the educational process.

i Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Milwaukee's Share of Wisconsin's Totals



Note: Percentages are rounded to the nearest whole number

Minneapolis Public Schools

National rank by enrollment: 92

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	363,000 [a]
-Public school enrollment:	43,382
-Percent change in enrollment (1990-1992):	+3.5%
-Percent of enrollment free or reduced price lunch:	55.2%
-Percent of enrollment limited-English proficient:	7.8%
-Percent of enrollment disabled:	12.3% [b]
-Percent of enrollment AFDC:	34.3%
-Percent of enrollment African-American:	35.4%
-Percent of enrollment white:	43.4%
-Percent of enrollment Hispanic:	2.8%
-Percent of enrollment Asian/Pacific Islander:	11.0%
-Percent of enrollment Alaskan/Native American/other:	7.4%
State	
-Percent of state's school enrollment:	5.5%
-Percent of state's school poor:	13.6%
-Percent of state's school limited-English proficient:	25.6%
-Percent of state's school disabled:	8.0%
-Percent of state's school AFDC:	19.0%
-Percent of state's school African-American:	49.9%
-Percent of state's school white:	2.7%
-Percent of state's school Hispanic:	9.9%
-Percent of state's school Asian/Pacific Islander:	18.1%
-Percent of state's school Alaskan/Native American/other:	23.4%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1993
-Number of days teachers are on duty:	184 [c]
-Teacher bargaining unit:	AFT
-Total number of schools:	72
-Court order for desegregation:	State gov.

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [d]
2. Formalized or standardized assessments used:	Yes [d]
3. Percent of entering 1st graders with:	
-full day of kindergarten:	0.0%
-half day of kindergarten:	100.0%
-no prior schooling:	NA
-undetermined:	0.0%
4. Number of pre-kindergarten pupils per teacher/staff:	NA
5. Number of kindergarten pupils per teacher/staff:	NA
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	100.0%
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	26-50%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	1,702
2. Annual dropout rate:	14.5%
3. Percent change in annual dropout rate (1990-92):	+45.0% [e]
4. 4-year dropout rate:	NA
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	85.5%
7. % of schools with dropout prevention programs for teen mothers:	26-50%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	CAT [f]
2. Percent of students scoring in bottom quarter:	27.3%
3. Percent of students scoring in top quarter:	25.3%
4. Percent of students scoring above national norm:	46.4%
Math	
5. Standardized test(s) administered:	CAT [f]
6. Percent of students scoring in bottom quarter:	30.8%
7. Percent of students scoring in top quarter:	25.1%
8. Percent of students scoring above national norm:	47.3%
9. District reports alternative assessment data:	Yes [g]
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	NA
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	NA
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	NA
14. % of schools with magnet programs:	26-50%
15. % of schools with open enrollment programs:	76-100%
16. % of schools with bilingual ed or ESL programs:	26-50%
17. % of schools with privatized/contracted instruction:	None

Goal 4: Quality Teachers

1. Total number of teachers:	2,422
2. Percent of English teachers fully certified:	100.0%
3. Percent of Math teachers fully certified:	100.0%
4. Percent of Science teachers fully certified:	100.0%
5. Percent of teachers who are minority:	14.4%
6. Average teacher salary:	$39,000
7. Average high school class size:	25.4
8. Number of languages spoken by students:	72
9. Number of languages in which instruction is provided	8
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	None

Minneapolis Public Schools

Great City School rank by enrollment: 41

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	15.7%
-enrolled in four-year colleges:	44.4%
-enrolled in two-year colleges:	18.2%
-performing military service:	2.8%
-employed full-time:	12.0%[h]
-undetermined:	7.8%
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	51-75%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	7.7
2. Drug/alcohol incidents per 1,000 students:	3.6
3. Suspensions per 1,000 students:	473.2
4. Expulsions per 1,000 students:	1.2
5. Number of schools with health clinics:	11
6. Number of student visits to health clinics:	1,528
7. Total amount of deferred maintenance (in millions):	$92.2
8. Average age of school buildings:	47 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	51-75%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	76-100%
13. % of schools with programs to reduce student suicide and stress:	51-75%
14. % of schools with programs to reduce crime/gangs:	51-75%
15. % of schools with pregnancy prevention programs:	51-75%
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	26-50%

Goal 7: Adequate Funding

1. Bonded debt rating:	A1
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$6,943[i]
4. Percent of revenues from local sources:	52.0%
5. Percent of revenues from state sources:	40.2%
6. Percent of revenues from federal sources:	7.8%
7. Percent of state's elementary and secondary expenditures:	7.6%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	None
3. % of schools with parenting programs for teens:	26-50%
4. % of schools with programs for latchkey students:	26-50%
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	51-75%

NOTES

a Population of the city of Minneapolis, 1992.

b Eligible for services under PL94-142.

c Includes instructional days in classroom and other days.

d System uses Pre-school Screening Instrument, Bayley Developmental Inventory, and Battelle Developmental Inventory.

e The definition for a dropout changed between the 1990-91 and 1992-93 school years. Beginning in 1992-93, students under age 16 could be regarded as dropouts.

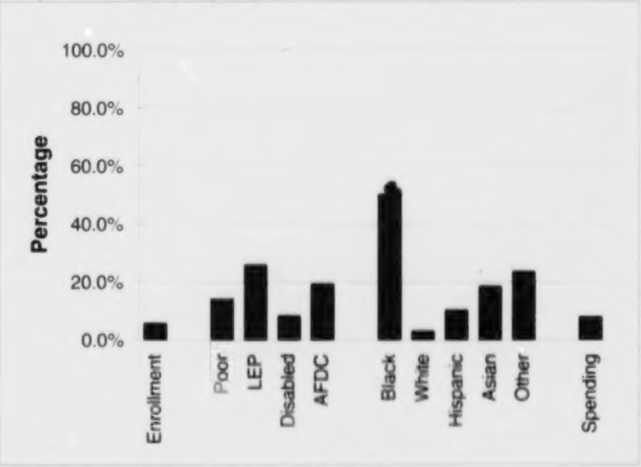
f California Achievement Test, grades 1-4, 6, 8, and 10.

g System uses Portfolio (grades K-3), Read and Retell (grade 2), Benchmark Writing (grades 3, 5, 7, and 9), and Math Problem Solving (grade 5).

h "Employed" includes some students pursuing higher education at the same time.

i Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Minneapolis' Share of Minnesota's Totals



Note: Percentages are rounded to the nearest whole number

Metropolitan Nashville Public Schools

National rank by enrollment: 38

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	495,000 [a]
-Public school enrollment:	69,222
-Percent change in enrollment (1990-1992):	+3.2%
-Percent of enrollment free or reduced price lunch:	37.7%
-Percent of enrollment limited-English proficient:	1.3%
-Percent of enrollment disabled:	9.5% [b]
-Percent of enrollment AFDC:	2.3%
-Percent of enrollment African-American:	39.3%
-Percent of enrollment white:	56.9%
-Percent of enrollment Hispanic:	0.7%
-Percent of enrollment Asian/Pacific Islander:	3.0%
-Percent of enrollment Alaskan/Native American/other:	0.1%
State	
-Percent of state's school enrollment:	8.2%
-Percent of state's school poor:	9.1%
-Percent of state's school limited-English proficient:	25.1%
-Percent of state's school disabled:	7.2%
-Percent of state's school AFDC:	1.5%
-Percent of state's school African-American:	14.2%
-Percent of state's school white:	6.1%
-Percent of state's school Hispanic:	14.2%
-Percent of state's school Asian/Pacific Islander:	35.5%
-Percent of state's school Alaskan/Native American/other:	12.3%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	9
-How School Board is chosen:	Elected
-School Board term of office:	6 years
-Year current superintendent was hired:	1992
-Number of days teachers are on duty:	185 [c]
-Teacher bargaining unit:	NEA
-Total number of schools:	121
-Court order for desegregation:	Federal

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [d]
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	93.9%
-half day of kindergarten:	0.0%
-no prior schooling:	6.1%
-undetermined:	0.0%
4. Number of pre-kindergarten pupils per teacher/staff:	7.8
5. Number of kindergarten pupils per teacher/staff:	17.2
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	27.8%
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	2,807
2. Annual dropout rate:	8.0% [e]
3. Percent change in annual dropout rate (1990-92):	-23.8%
4. 4-year dropout rate:	28.4% [f]
5. Percent change in 4-year dropout rate (1990-92):	-20.7%
6. Unweighted average high school daily attendance rate:	87.7%
7. % of schools with dropout prevention programs for teen mothers:	76-100%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	CTBS [g]
2. Percent of students scoring in bottom quarter:	25.0%
3. Percent of students scoring in top quarter:	25.8%
4. Percent of students scoring above national norm:	49.6%
Math	
5. Standardized test(s) administered:	CTBS [g]
6. Percent of students scoring in bottom quarter:	23.3%
7. Percent of students scoring in top quarter:	26.7%
8. Percent of students scoring above national norm:	51.0%
9. District reports alternative assessment data:	No
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	70.3%
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	5.8%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	2.7% [h]
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	5.7%
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	1-25%
16. % of schools with bilingual ed or ESL programs:	1-25%
17. % of schools with privatized/contracted instruction:	1-25%

Goal 4: Quality Teachers

1. Total number of teachers:	4,352
2. Percent of English teachers fully certified:	NA
3. Percent of Math teachers fully certified:	NA
4. Percent of Science teachers fully certified:	NA
5. Percent of teachers who are minority:	NA
6. Average teacher salary:	$32,436
7. Average high school class size:	26.8
8. Number of languages spoken by students:	37
9. Number of languages in which instruction is provided	0
10. % of schools with future teacher programs:	None
11. % of schools with teacher or staff in-service training in urban culture or race relations:	None

Metropolitan Nashville Public Schools

Great City School rank by enrollment: 21

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	5.9%
-enrolled in four-year colleges:	56.1%
-enrolled in two-year colleges:	13.9%
-performing military service:	3.7%
-employed full-time:	17.1%
-undetermined:	3.3%
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	None
4. % of schools with community service programs:	None
5. % of schools with job training programs for youth:	None
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	3.9
2. Drug/alcohol incidents per 1,000 students:	2.2 [i]
3. Suspensions per 1,000 students:	121.2 [j]
4. Expulsions per 1,000 students:	1.8
5. Number of schools with health clinics:	NA
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	$16.0
8. Average age of school buildings:	40 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	1-25%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	26-50%
13. % of schools with programs to reduce student suicide and stress:	26-50%
14. % of schools with programs to reduce crime/gangs:	1-25%
15. % of schools with pregnancy prevention programs:	1-25%
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	1-25%

Goal 7: Adequate Funding

1. Bonded debt rating:	NA
2. Local school taxing authority:	Dependent
3. Total revenues per student:	$4,320 [k]
4. Percent of revenues from local sources:	56.8%
5. Percent of revenues from state sources:	37.9%
6. Percent of revenues from federal sources:	5.3%
7. Percent of state's elementary and secondary expenditures:	9.5%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	51-75%
3. % of schools with parenting programs for teens:	1-25%
4. % of schools with programs for latchkey students:	51-75%
5. % of schools with adult ed or literacy programs:	26-50%
6. % of schools with site-based management programs:	26-50%

NOTES

[a] Population of the city of Nashville, 1992.

[b] Eligible for services under PL94-142.

[c] Includes instructional days in classroom and other days.

[d] Assessment varies according to individual schools and includes informal inventories, performance based assessment, observation, and interview.

[e] Dropout rate is the number of students who cease to attend system schools for six identified reasons divided by the net enrollment.

[f] Cohort dropout rate divided by NCES methodology for estimating dropout rate.

[g] Comprehensive Test of Basic Skills, grades 1-8 and 10.

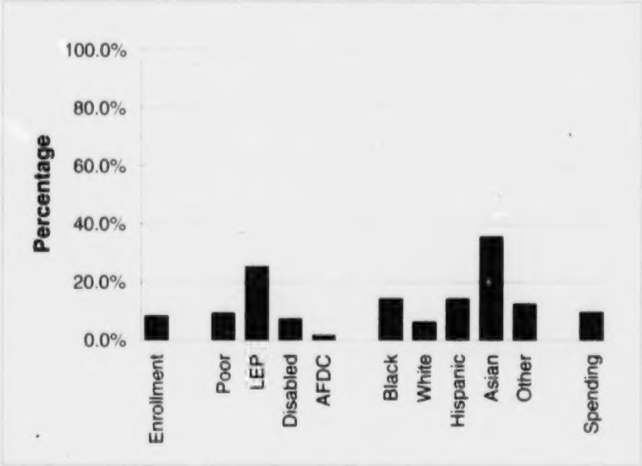
[h] One student identified as "other" also completed Advanced Placement Math.

[i] A drug/alcohol related incident includes the sale, use, or possesion of drugs and alcohol; the possession of look-alike or counterfeit drugs, prescription drugs belonging to another or drug paraphernalia.

[j] Data is based on the number of students who were suspended , not the total number of student suspensions.

[k] Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to average per pupil expenditure.

Nashville's Share of Tennessee's Totals



Note: Percentages are rounded to the nearest whole number

New Orleans Public Schools

National rank by enrollment: 26

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	483,000[a]
-Public school enrollment:	79,870
-Percent change in enrollment (1990-1992):	-3.3%
-Percent of enrollment free or reduced price lunch:	86.8%
-Percent of enrollment limited-English proficient:	NA
-Percent of enrollment disabled:	6.5%
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	88.7%[b]
-Percent of enrollment white:	6.9%[b]
-Percent of enrollment Hispanic:	1.4%[b]
-Percent of enrollment Asian/Pacific Islander:	3.0%[b]
-Percent of enrollment Alaskan/Native American/other:	0.0%
State	
-Percent of state's school enrollment:	10.0%
-Percent of state's school poor:	15.9%
-Percent of state's school limited-English proficient:	NA
-Percent of state's school disabled:	8.3%[c]
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	19.7%
-Percent of state's school white:	1.3%
-Percent of state's school Hispanic:	13.8%
-Percent of state's school Asian/Pacific Islander:	25.1%
-Percent of state's school Alaskan/Native American/other:	0.5%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1993
-Number of days teachers are on duty:	179[d]
-Teacher bargaining unit:	AFT
-Total number of schools:	122
-Court order for desegregation:	HEW

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes[e]
2. Formalized or standardized assessments used:	Yes[e]
3. Percent of entering 1st graders with:	
-full day of kindergarten:	NA
-half day of kindergarten:	NA
-no prior schooling:	NA
-undetermined:	NA
4. Number of pre-kindergarten pupils per teacher/staff:	8.7
5. Number of kindergarten pupils per teacher/staff:	21.1
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	NA
8. Percent of teachers with kindergarten or elementary school credential:	NA
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	2,849
2. Annual dropout rate:	NA
3. Percent change in annual dropout rate (1990-92):	NA
4. 4-year dropout rate:	NA
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	81.7%
7. % of schools with dropout prevention programs for teen mothers:	1-25%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	CAT[f]
2. Percent of students scoring in bottom quarter:	38.8%
3. Percent of students scoring in top quarter:	15.0%
4. Percent of students scoring above national norm:	34.3%
Math	
5. Standardized test(s) administered:	CAT[f]
6. Percent of students scoring in bottom quarter:	37.1%
7. Percent of students scoring in top quarter:	20.8%
8. Percent of students scoring above national norm:	38.6%
9. District reports alternative assessment data:	No
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	NA
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	NA
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	NA
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	26-50%
16. % of schools with bilingual ed or ESL programs:	26-50%
17. % of schools with privatized/contracted instruction:	None

Goal 4: Quality Teachers

1. Total number of teachers:	4,651
2. Percent of English teachers fully certified:	72.7%
3. Percent of Math teachers fully certified:	75.7%
4. Percent of Science teachers fully certified:	68.8%
5. Percent of teachers who are minority:	73.7%
6. Average teacher salary:	$31,150
7. Average high school class size:	23.0
8. Number of languages spoken by students:	NA
9. Number of languages in which instruction is provided	NA
10. % of schools with future teacher programs:	None
11. % of schools with teacher or staff in-service training in urban culture or race relations:	None

New Orleans Public Schools

Great City School rank by enrollment: 16

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	2.4%
-enrolled in four-year colleges:	38.1%
-enrolled in two-year colleges:	18.3%
-performing military service:	6.8%
-employed full-time:	20.9%
-undetermined:	13.4%
2. % of schools with higher education awareness programs for junior/middle school students:	51-75%
3. % of schools with voter registration programs:	51-75%
4. % of schools with community service programs:	1-25%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	3.9 [g]
2. Drug/alcohol incidents per 1,000 students:	1.2 [h]
3. Suspensions per 1,000 students:	196.3
4. Expulsions per 1,000 students:	20.3
5. Number of schools with health clinics:	3
6. Number of student visits to health clinics:	650
7. Total amount of deferred maintenance (in millions):	NA
8. Average age of school buildings:	NA
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	26-50%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	51-75%
13. % of schools with programs to reduce student suicide and stress:	51-75%
14. % of schools with programs to reduce crime/gangs:	51-75%
15. % of schools with pregnancy prevention programs:	26-50%
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	1-25%

Goal 7: Adequate Funding

1. Bonded debt rating:	Aaa
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$4,806 [i]
4. Percent of revenues from local sources:	32.7%
5. Percent of revenues from state sources:	49.1%
6. Percent of revenues from federal sources:	18.2%
7. Percent of state's elementary and secondary expenditures:	11.4%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	1-25%
3. % of schools with parenting programs for teens:	1-25%
4. % of schools with programs for latchkey students:	26-50%
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	None

NOTES

a Population of the city of New Orleans, 1992.

b The racial/ethnic enrollment figures are as of November 7, 1992.

c Eligible for services under PL94-142.

d Includes instructional days in classroom and other days.

e System uses the Chicago Early Assessment Screening Instrument.

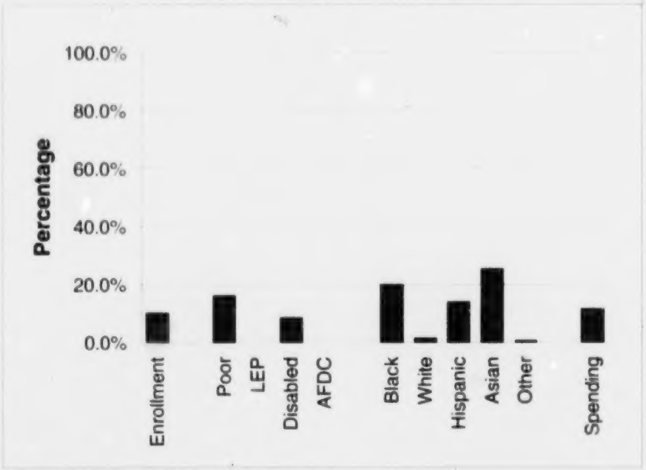
f California Achievement Test, grades 1-3 and 5; California Achievement Test, grades 4 and 6.

g Weapons are defined as any firearms, knives, explosives, inflammable materials or any other items that may cause bodily injury, death, fear, or intimidation.

h A drug/alcohol related incident includes the possession, use, concealment, or transmittal of drugs or alcohol.

i Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

New Orleans' Share of Louisiana's Totals



Note: Percentages are rounded to the nearest whole number

New York City Public Schools

National rank by enrollment: 1

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	7,312,000 [a]
-Public school enrollment:	994,531
-Percent change in enrollment (1990-1992):	+4.1%
-Percent of enrollment free or reduced price lunch:	59.3%
-Percent of enrollment limited-English proficient:	15.1%
-Percent of enrollment disabled:	7.4% [b]
-Percent of enrollment AFDC:	42.4%
-Percent of enrollment African-American:	37.4%
-Percent of enrollment white:	17.9%
-Percent of enrollment Hispanic:	35.8%
-Percent of enrollment Asian/Pacific Islander:	8.7%
-Percent of enrollment Alaskan/Native American/other:	0.3%
State	
-Percent of state's school enrollment:	37.0%
-Percent of state's school poor:	56.9%
-Percent of state's school limited-English proficient:	89.6%
-Percent of state's school disabled:	28.0%
-Percent of state's school AFDC:	93.1%
-Percent of state's school African-American:	69.0%
-Percent of state's school white:	11.2%
-Percent of state's school Hispanic:	82.2%
-Percent of state's school Asian/Pacific Islander:	69.5%
-Percent of state's school Alaskan/Native American/other:	31.4%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Appointed
-School Board term of office:	4 years
-Year current superintendent was hired:	1993
-Number of days teachers are on duty:	185 [c]
-Teacher bargaining unit:	UFT
-Total number of schools:	1,062
-Court order for desegregation:	Comb. [d]

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [e]
2. Formalized or standardized assessments used:	Yes [f]
3. Percent of entering 1st graders with:	
-full day of kindergarten:	86.1%
-half day of kindergarten:	0.0%
-no prior schooling:	13.9%
-undetermined:	0.0%
4. Number of pre-kindergarten pupils per teacher/staff:	NA
5. Number of kindergarten pupils per teacher/staff:	NA
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	NA
8. Percent of teachers with kindergarten or elementary school credential:	NA
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	33,760 [g]
2. Annual dropout rate:	4.6%
3. Percent change in annual dropout rate (1990-92):	-15.6%
4. 4-year dropout rate:	15.4%
5. Percent change in 4-year dropout rate (1990-92):	-10.5%
6. Unweighted average high school daily attendance rate:	83.3%
7. % of schools with dropout prevention programs for teen mothers:	1-25%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	DRP [h]
2. Percent of students scoring in bottom quarter:	27.4%
3. Percent of students scoring in top quarter:	24.0%
4. Percent of students scoring above national norm:	47.8%
Math	
5. Standardized test(s) administered:	CAT/5 [i]
6. Percent of students scoring in bottom quarter:	25.7%
7. Percent of students scoring in top quarter:	26.3%
8. Percent of students scoring above national norm:	49.4%
9. District reports alternative assessment data:	Yes [j]
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	35.1% [k]
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	3.8%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	3.6%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	3.1%
14. % of schools with magnet programs:	26-50%
15. % of schools with open enrollment programs:	76-100%
16. % of schools with bilingual ed or ESL programs:	1-25%
17. % of schools with privatized/contracted instruction:	1-25%

Goal 4: Quality Teachers

1. Total number of teachers:	57,222
2. Percent of English teachers fully certified:	NA
3. Percent of Math teachers fully certified:	NA
4. Percent of Science teachers fully certified:	NA
5. Percent of teachers who are minority:	32.9%
6. Average teacher salary:	$41,425
7. Average high school class size:	29.3
8. Number of languages spoken by students:	150
9. Number of languages in which instruction is provided	7
10. % of schools with future teacher programs:	26-50%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	26-50%

New York City Public Schools

Great City School rank by enrollment: 1

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	2.2%
-enrolled in four-year colleges:	55.9%
-enrolled in two-year colleges:	21.1%
-performing military service:	1.5%
-employed full-time:	6.7%
-undetermined:	12.5%
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	76-100%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	26-50%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	2.1
2. Drug/alcohol incidents per 1,000 students:	0.2 l
3. Suspensions per 1,000 students:	26.9
4. Expulsions per 1,000 students:	4.1
5. Number of schools with health clinics:	108
6. Number of student visits to health clinics:	75,000
7. Total amount of deferred maintenance (in millions):	$9,000.0
8. Average age of school buildings:	50 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	51-75%
13. % of schools with programs to reduce student suicide and stress:	76-100%
14. % of schools with programs to reduce crime/gangs:	51-75%
15. % of schools with pregnancy prevention programs:	76-100%
16. % of schools with programs for homeless children:	51-75%
17. % of schools with progs. to prevent sexual harassment:	76-100%

Goal 7: Adequate Funding

1. Bonded debt rating:	NA
2. Local school taxing authority:	Dependent
3. Total revenues per student:	$7,283 m
4. Percent of revenues from local sources:	42.3%
5. Percent of revenues from state sources:	45.7%
6. Percent of revenues from federal sources:	12.0%
7. Percent of state's elementary and secondary expenditures:	34.9%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	1-25%
3. % of schools with parenting programs for teens:	1-25%
4. % of schools with programs for latchkey students:	NA
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	26-50%

NOTES

a Population of New York City (all five boroughs), 1992.

b Eligible for services under PL94-142. Data does not include resource room students.

c Includes instructional days in classroom and other days.

d Several schools under consent decree.

e System uses age and state mandated screening (health, vision, hearing, and cognitive functioning). The screening determines need for further examination and/or placement in special education or gifted programs.

f System uses Structure of Intellect.

g Total includes only those students issued regular high school diplomas.

h Degrees of Reading Power, grades 2-10.

i California Achievement Test, grades 2-8.

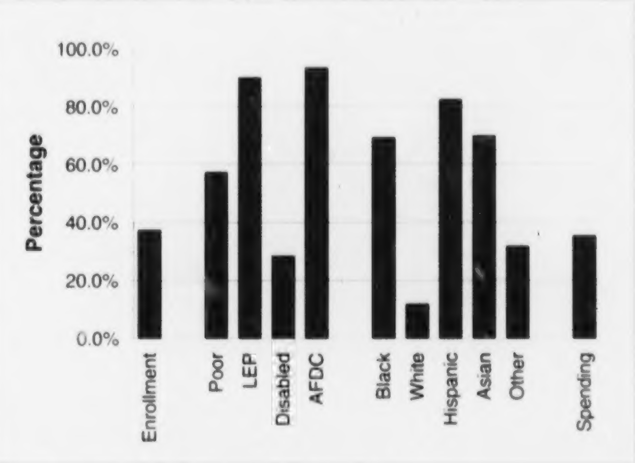
j System uses Performance Assessment in Math, Elementary Science Program Evaluation Test, and Preliminary Competence Test.

k Data represent those students who have received a passing grade in the sequential math course.

l A drug/alcohol related incident includes the possession, use, or sale of any prohibited drug substance, including marijuana and drug paraphernalia.

m Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

New York City's Share of New York's Totals



Note: Percentages are rounded to the nearest whole number

Newark Public Schools

National rank by enrollment: 70

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	268,000[a]
-Public school enrollment:	47,909
-Percent change in enrollment (1990-1992):	-1.1%
-Percent of enrollment free or reduced price lunch:	77.9%
-Percent of enrollment limited-English proficient:	10.2%
-Percent of enrollment disabled:	6.3%[b]
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	63.2%
-Percent of enrollment white:	9.5%
-Percent of enrollment Hispanic:	26.3%
-Percent of enrollment Asian/Pacific Islander:	0.9%
-Percent of enrollment Alaskan/Native American/other:	0.0%
State	
-Percent of state's school enrollment:	4.2%
-Percent of state's school poor:	13.6%
-Percent of state's school limited-English proficient:	2.9%
-Percent of state's school disabled:	1.2%
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	14.3%
-Percent of state's school white:	0.6%
-Percent of state's school Hispanic:	8.9%
-Percent of state's school Asian/Pacific Islander:	0.8%
-Percent of state's school Alaskan/Native American/other:	1.8%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	9
-How School Board is chosen:	Elected
-School Board term of office:	3 years
-Year current superintendent was hired:	1984
-Number of days teachers are on duty:	182
-Teacher bargaining unit:	NTU
-Total number of schools:	83
-Court order for desegregation:	Voluntary

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes[c]
2. Formalized or standardized assessments used:	Yes[c]
3. Percent of entering 1st graders with:	
-full day of kindergarten:	38.5%
-half day of kindergarten:	61.5%
-no prior schooling:	NA
-undetermined:	NA
4. Number of pre-kindergarten pupils per teacher/staff:	NA
5. Number of kindergarten pupils per teacher/staff:	NA
6. State requires early childhood/pre-k teacher credential:	No
7. Percent of teachers with early childhood pre-kindergarten credential:	NA
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	1,761
2. Annual dropout rate:	9.7%[d]
3. Percent change in annual dropout rate (1990-92):	+11.5%
4. 4-year dropout rate:	35.5%[e]
5. Percent change in 4-year dropout rate (1990-92):	-10.6%
6. Unweighted average high school daily attendance rate:	83.3%
7. % of schools with dropout prevention programs for teen mothers:	76-100%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	SAT 8[f]
2. Percent of students scoring in bottom quarter:	40.8%
3. Percent of students scoring in top quarter:	12.7%
4. Percent of students scoring above national norm:	30.6%
Math	
5. Standardized test(s) administered:	SAT 8[f]
6. Percent of students scoring in bottom quarter:	29.9%
7. Percent of students scoring in top quarter:	20.3%
8. Percent of students scoring above national norm:	43.4%
9. District reports alternative assessment data:	No
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	NA
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	NA
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	NA
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	51-75%
16. % of schools with bilingual ed or ESL programs:	1-25%
17. % of schools with privatized/contracted instruction:	None

Goal 4: Quality Teachers

1. Total number of teachers:	3,993
2. Percent of English teachers fully certified:	100.0%
3. Percent of Math teachers fully certified:	100.0%
4. Percent of Science teachers fully certified:	100.0%
5. Percent of teachers who are minority:	60.5%
6. Average teacher salary:	$41,224
7. Average high school class size:	22.0
8. Number of languages spoken by students:	34
9. Number of languages in which instruction is provided	8
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

Newark Public Schools

Great City School rank by enrollment: 34

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	9.9%
-enrolled in four-year colleges:	36.7%
-enrolled in two-year colleges:	21.2%
-performing military service:	3.2%
-employed full-time:	11.9%
-undetermined:	17.1%
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	76-100%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	1.3[g]
2. Drug/alcohol incidents per 1,000 students:	NA
3. Suspensions per 1,000 students:	40.5
4. Expulsions per 1,000 students:	NA
5. Number of schools with health clinics:	NA
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	$50.0
8. Average age of school buildings:	70 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	1-25%
13. % of schools with programs to reduce student suicide and stress:	76-100%
14. % of schools with programs to reduce crime/gangs:	76-100%
15. % of schools with pregnancy prevention programs:	26-50%
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	76-100%

Goal 7: Adequate Funding

1. Bonded debt rating:	NA
2. Local school taxing authority:	Dependent
3. Total revenues per student:	$10,590[h]
4. Percent of revenues from local sources:	16.4%
5. Percent of revenues from state sources:	74.7%
6. Percent of revenues from federal sources:	8.9%
7. Percent of state's elementary and secondary expenditures:	4.9%

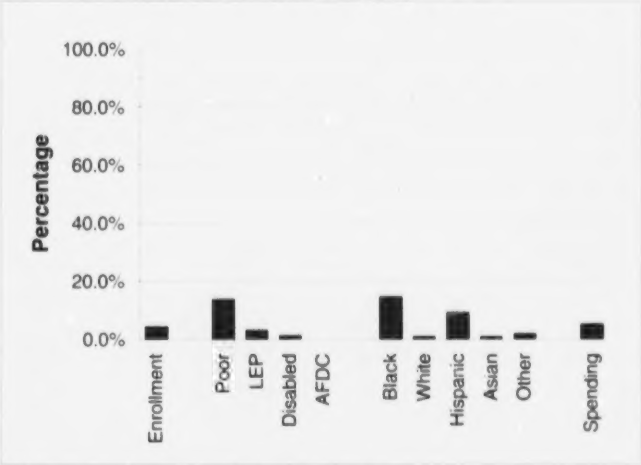
Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	1-25%
3. % of schools with parenting programs for teens:	1-25%
4. % of schools with programs for latchkey students:	76-100%
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	1-25%

NOTES

a Population of the city of Newark, 1992.
b Eligible for services under PL-94-142.
c System uses Brigance Developmental Screen and immunization and health records.
d Annual dropout rate measures the number of all students in all grades who dropped out in a single school year.
e Four year dropout rate is a cumulative sum of annual dropout rates.
f Stanford Achievement Test, grades K-12.
g A weapon is defined as any instrument brought into the school that has the purpose of inflicting harm on individuals or property.
h Figure includes the sum of revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Newark's Share of New Jersey's Totals



Note: Percentages are rounded to the nearest whole number

Norfolk Public Schools

National rank by enrollment: 108

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	246,000 a
-Public school enrollment:	36,932
-Percent change in enrollment (1990-1992):	+5.2%
-Percent of enrollment free or reduced price lunch:	58.8%
-Percent of enrollment limited-English proficient:	0.2%
-Percent of enrollment disabled:	11.9% b
-Percent of enrollment AFDC:	31.6%
-Percent of enrollment African-American:	60.9%
-Percent of enrollment white:	35.1%
-Percent of enrollment Hispanic:	1.5%
-Percent of enrollment Asian/Pacific Islander:	2.4%
-Percent of enrollment Alaskan/Native American/other:	0.2%
State	
-Percent of state's school enrollment:	3.6%
-Percent of state's school poor:	8.8%
-Percent of state's school limited-English proficient:	0.6%
-Percent of state's school disabled:	4.6%
-Percent of state's school AFDC:	15.6%
-Percent of state's school African-American:	8.5%
-Percent of state's school white:	1.8%
-Percent of state's school Hispanic:	2.1%
-Percent of state's school Asian/Pacific Islander:	2.5%
-Percent of state's school Alaskan/Native American/other:	3.4%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Appointed
-School Board term of office:	2 years
-Year current superintendent was hired:	1993
-Number of days teachers are on duty:	190 c
-Teacher bargaining unit:	NEA
-Total number of schools:	59
-Court order for desegregation:	Unitary

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes d
2. Formalized or standardized assessments used:	Yes d
3. Percent of entering 1st graders with:	
-full day of kindergarten:	76.0%
-half day of kindergarten:	0.0%
-no prior schooling:	0.0%
-undetermined:	24.0%
4. Number of pre-kindergarten pupils per teacher/staff:	9.3
5. Number of kindergarten pupils per teacher/staff:	18.8
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	100.0%
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	1,260
2. Annual dropout rate:	7.5% e
3. Percent change in annual dropout rate (1990-92):	+27.1%
4. 4-year dropout rate:	NA
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	86.6%
7. % of schools with dropout prevention programs for teen mothers:	1-25%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	ITBS/TAP f
2. Percent of students scoring in bottom quarter:	29.6%
3. Percent of students scoring in top quarter:	16.8%
4. Percent of students scoring above national norm:	40.8%
Math	
5. Standardized test(s) administered:	ITBS/TAP f
6. Percent of students scoring in bottom quarter:	26.7%
7. Percent of students scoring in top quarter:	18.3%
8. Percent of students scoring above national norm:	44.2%
9. District reports alternative assessment data:	Yes g
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	13.2%
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	2.7%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	1.8%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	1.9%
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	1-25%
16. % of schools with bilingual ed or ESL programs:	1-25%
17. % of schools with privatized/contracted instruction:	None

Goal 4: Quality Teachers

1. Total number of teachers:	2,568
2. Percent of English teachers fully certified:	99.2%
3. Percent of Math teachers fully certified:	99.1%
4. Percent of Science teachers fully certified:	99.0%
5. Percent of teachers who are minority:	37.0%
6. Average teacher salary:	$32,170
7. Average high school class size:	22.5
8. Number of languages spoken by students:	23
9. Number of languages in which instruction is provided	1
10. % of schools with future teacher programs:	76-100%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

Norfolk Public Schools

Great City School rank by enrollment: 45

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	17.8%
-enrolled in four-year colleges:	52.3%
-enrolled in two-year colleges:	14.2%
-performing military service:	NA
-employed full-time:	NA
-undetermined:	15.7%
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	76-100%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	6.9 [h]
2. Drug/alcohol incidents per 1,000 students:	1.6 [i]
3. Suspensions per 1,000 students:	154.4
4. Expulsions per 1,000 students:	3.3
5. Number of schools with health clinics:	1
6. Number of student visits to health clinics:	1,862
7. Total amount of deferred maintenance (in millions):	$82.0
8. Average age of school buildings:	42 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	1-25%
13. % of schools with programs to reduce student suicide and stress:	76-100%
14. % of schools with programs to reduce crime/gangs:	76-100%
15. % of schools with pregnancy prevention programs:	76-100%
16. % of schools with programs for homeless children:	76-100%
17. % of schools with progs. to prevent sexual harassment:	76-100%

Goal 7: Adequate Funding

1. Bonded debt rating:	NA
2. Local school taxing authority:	Dependent
3. Total revenues per student:	$5,857 [j]
4. Percent of revenues from local sources:	43.3%
5. Percent of revenues from state sources:	44.2%
6. Percent of revenues from federal sources:	12.5%
7. Percent of state's elementary and secondary expenditures:	4.3%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	5.0
2. % of schools with parenting programs for adults:	76-100%
3. % of schools with parenting programs for teens:	1-25%
4. % of schools with programs for latchkey students:	51-75%
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	26-50%

NOTES

a Population of the city of Norfolk, 1992.

b Eligible for services under PL94-142.

c Includes instructional days in classroom and other days.

d System uses Brigance K-1 Screen.

e Annual dropout rate: the number of school year and summer dropouts divided by the end-of-year membership. Note: the annual dropout rate and change in annual dropout rate represents data from grades 7-12 not grades 9-12.

f Iowa Tests of Basic Skills and Test of Achievement and Proficiency, grades 3, 4, 7, 8, and 11.

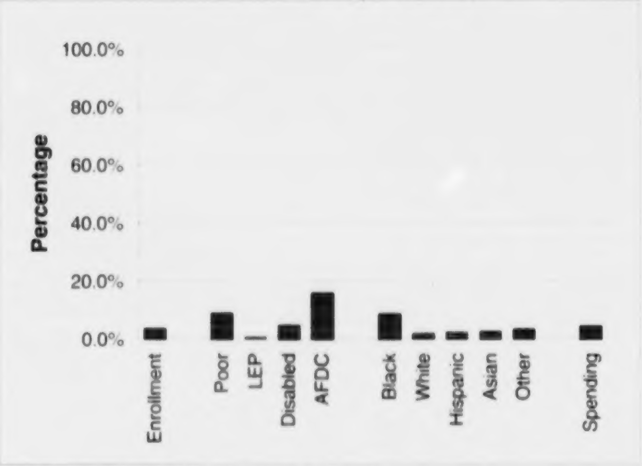
g System uses Mathematics Criterion referenced testing program.

h A weapons related incident includes the possession of any object that could cause injury or bodily harm.

i A drug/alcohol related incident includes the use, being under the influence, possession, or distribution of any alcohol, narcotic, illegal/controlled drug, or drug paraphernalia.

j Figure includes sum of all revenue from state, local, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Norfolk's Share of Virginia's Totals



Note: Percentages are rounded to the nearest whole number

Oakland Unified School District

National rank by enrollment: 62

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	371,000 [a]
-Public school enrollment:	51,234
-Percent change in enrollment (1990-1992):	-1.7%
-Percent of enrollment free or reduced price lunch:	59.1%
-Percent of enrollment limited-English proficient:	26.3%
-Percent of enrollment disabled:	9.4% [b]
-Percent of enrollment AFDC:	50.0%
-Percent of enrollment African-American:	54.9%
-Percent of enrollment white:	7.3%
-Percent of enrollment Hispanic:	17.6%
-Percent of enrollment Asian/Pacific Islander:	19.6%
-Percent of enrollment Alaskan/Native American/other:	0.5%
State	
-Percent of state's school enrollment:	1.0%
-Percent of state's school poor:	1.8%
-Percent of state's school limited-English proficient:	1.4%
-Percent of state's school disabled:	1.2%
-Percent of state's school AFDC:	2.6%
-Percent of state's school African-American:	6.3%
-Percent of state's school white:	0.2%
-Percent of state's school Hispanic:	0.5%
-Percent of state's school Asian/Pacific Islander:	1.8%
-Percent of state's school Alaskan/Native American/other:	0.7%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1990
-Number of days teachers are on duty:	183 [c]
-Teacher bargaining unit:	NEA
-Total number of schools:	89
-Court order for desegregation:	NA

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [d]
2. Formalized or standardized assessments used:	Yes [e]
3. Percent of entering 1st graders with:	
-full day of kindergarten:	NA
-half day of kindergarten:	NA
-no prior schooling:	NA
-undetermined:	NA
4. Number of pre-kindergarten pupils per teacher/staff:	NA
5. Number of kindergarten pupils per teacher/staff:	27.0
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	100.0%
8. Percent of teachers with kindergarten or elementary school credential:	0.0%
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	1,814
2. Annual dropout rate:	11.1%
3. Percent change in annual dropout rate (1990-92):	+12.1%
4. 4-year dropout rate:	28.9% [f]
5. Percent change in 4-year dropout rate (1990-92):	+11.2% [f]
6. Unweighted average high school daily attendance rate:	91.8%
7. % of schools with dropout prevention programs for teen mothers:	1-25%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	CTBS/4 [g]
2. Percent of students scoring in bottom quarter:	49.0%
3. Percent of students scoring in top quarter:	10.7%
4. Percent of students scoring above national norm:	25.9%
Math	
5. Standardized test(s) administered:	CTBS/4 [g]
6. Percent of students scoring in bottom quarter:	40.5%
7. Percent of students scoring in top quarter:	18.1%
8. Percent of students scoring above national norm:	35.7%
9. District reports alternative assessment data:	No
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	3.4%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	1.9%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	1.4%
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	76-100%
16. % of schools with bilingual ed or ESL programs:	76-100%
17. % of schools with privatized/contracted instruction:	None

Goal 4: Quality Teachers

1. Total number of teachers:	2,093
2. Percent of English teachers fully certified:	100.0%
3. Percent of Math teachers fully certified:	100.0%
4. Percent of Science teachers fully certified:	100.0%
5. Percent of teachers who are minority:	51.7%
6. Average teacher salary:	$40,000
7. Average high school class size:	32.0
8. Number of languages spoken by students:	65
9. Number of languages in which instruction is provided	3
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

Oakland Unified School District

Great City School rank by enrollment: 31

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	NA
-enrolled in four-year colleges:	NA
-enrolled in two-year colleges:	NA
-performing military service:	NA
-employed full-time:	NA
-undetermined:	NA
2. % of schools with higher education awareness programs for junior/middle school students:	26-50%
3. % of schools with voter registration programs:	None
4. % of schools with community service programs:	26-50%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	26-50%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	NA
2. Drug/alcohol incidents per 1,000 students:	NA
3. Suspensions per 1,000 students:	NA
4. Expulsions per 1,000 students:	9.5
5. Number of schools with health clinics:	3
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	$0.4
8. Average age of school buildings:	35 years
9. % of schools with drug education programs:	26-50%
10. % of schools with HIV/STD prevention programs:	1-25%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	1-25%
13. % of schools with programs to reduce student suicide and stress:	1-25%
14. % of schools with programs to reduce crime/gangs:	1-25%
15. % of schools with pregnancy prevention programs:	1-25%
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	76-100%

Goal 7: Adequate Funding

1. Bonded debt rating:	A
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$4,694 [h]
4. Percent of revenues from local sources:	19.3%
5. Percent of revenues from state sources:	72.6%
6. Percent of revenues from federal sources:	8.1%
7. Percent of state's elementary and secondary expenditures:	1.0%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	1-25%
3. % of schools with parenting programs for teens:	1-25%
4. % of schools with programs for latchkey students:	26-50%
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	1-25%

NOTES

a Population of the city of Oakland, 1992.

b Eligible for services under PL94-142.

c Includes instructional days in classroom and other days.

d System uses the Pre-School Assessment Individual Checklist.

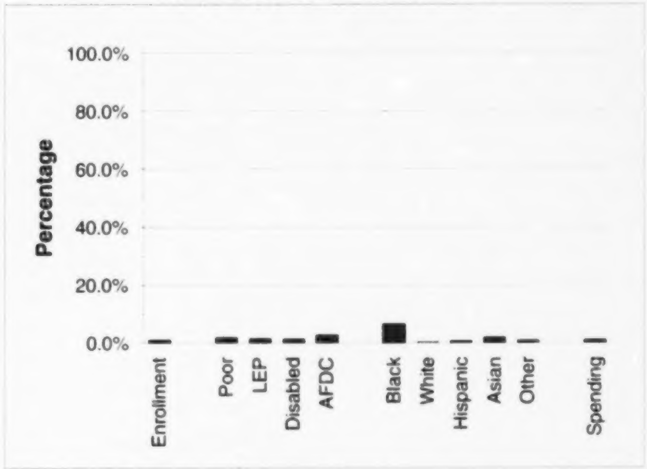
e System uses own system developed assessment.

f 4-year dropout rates actually represents 3-year dropout rates.

g Comprehensive Test of Basic Skills, grades 1-12. These quartile break-downs are not comparable to 1990-91 figures since only grades 3, 6, and 9 were tested in 1990-91.

h Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Oakland's Share of California's Totals



Note: Percentages are rounded to the nearest whole number

Oklahoma City Public Schools

National rank by enrollment: 109

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	453,000 [a]
-Public school enrollment:	37,769
-Percent change in enrollment (1990-1992):	+2.2%
-Percent of enrollment free or reduced price lunch:	67.1%
-Percent of enrollment limited-English proficient:	4.8%
-Percent of enrollment disabled:	20.1% [b]
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	40.1%
-Percent of enrollment white:	41.4%
-Percent of enrollment Hispanic:	10.7%
-Percent of enrollment Asian/Pacific Islander:	2.7%
-Percent of enrollment Alaskan/Native American/other:	5.1%
State	
-Percent of state's school enrollment:	6.3%
-Percent of state's school poor:	12.2%
-Percent of state's school limited-English proficient:	11.4%
-Percent of state's school disabled:	13.2%
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	24.9%
-Percent of state's school white:	3.6%
-Percent of state's school Hispanic:	21.8%
-Percent of state's school Asian/Pacific Islander:	14.5%
-Percent of state's school Alaskan/Native American/other:	2.5%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1992
-Number of days teachers are on duty:	181 [c]
-Teacher bargaining unit:	AFT
-Total number of schools:	82
-Court order for desegregation:	Federal

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [d]
2. Formalized or standardized assessments used:	Yes [d]
3. Percent of entering 1st graders with:	
-full day of kindergarten:	23.5%
-half day of kindergarten:	76.5%
-no prior schooling:	NA
-undetermined:	NA
4. Number of pre-kindergarten pupils per teacher/staff:	NA
5. Number of kindergarten pupils per teacher/staff:	NA
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	100.0%
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	1,098
2. Annual dropout rate:	3.8% [e]
3. Percent change in annual dropout rate (1990-92):	-17.4% [f]
4. 4-year dropout rate:	11.5%
5. Percent change in 4-year dropout rate (1990-92):	-33.5% [g]
6. Unweighted average high school daily attendance rate:	92.8%
7. % of schools with dropout prevention programs for teen mothers:	1-25%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	ITBS/TAP [h]
2. Percent of students scoring in bottom quarter:	23.2%
3. Percent of students scoring in top quarter:	17.1%
4. Percent of students scoring above national norm:	45.1%
Math	
5. Standardized test(s) administered:	ITBS/TAP [h]
6. Percent of students scoring in bottom quarter:	12.9%
7. Percent of students scoring in top quarter:	31.2%
8. Percent of students scoring above national norm:	60.8%
9. District reports alternative assessment data:	Yes [i]
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	16.1%
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	6.4%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	1.6%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	2.4%
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	1-25%
16. % of schools with bilingual ed or ESL programs:	76-100%
17. % of schools with privatized/contracted instruction:	1-25%

Goal 4: Quality Teachers

1. Total number of teachers:	2,472
2. Percent of English teachers fully certified:	100.0%
3. Percent of Math teachers fully certified:	100.0%
4. Percent of Science teachers fully certified:	100.0%
5. Percent of teachers who are minority:	27.7%
6. Average teacher salary:	$24,895
7. Average high school class size:	NA
8. Number of languages spoken by students:	48
9. Number of languages in which instruction is provided	6
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

Oklahoma City Public Schools

Great City School rank by enrollment: 46

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	NA
-enrolled in four-year colleges:	NA
-enrolled in two-year colleges:	NA
-performing military service:	NA
-employed full-time:	NA
-undetermined:	NA
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	1-25%
5. % of schools with job training programs for youth:	1-25%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	2.6 [j]
2. Drug/alcohol incidents per 1,000 students:	1.4 [k]
3. Suspensions per 1,000 students:	75.6
4. Expulsions per 1,000 students:	NA
5. Number of schools with health clinics:	0 [l]
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	$14.0
8. Average age of school buildings:	53 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	1-25%
13. % of schools with programs to reduce student suicide and stress:	1-25%
14. % of schools with programs to reduce crime/gangs:	1-25%
15. % of schools with pregnancy prevention programs:	76-100%
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	None

Goal 7: Adequate Funding

1. Bonded debt rating:	NA
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$3,652 [m]
4. Percent of revenues from local sources:	29.5%
5. Percent of revenues from state sources:	63.6%
6. Percent of revenues from federal sources:	6.9%
7. Percent of state's elementary and secondary expenditures:	6.1%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	1-25%
3. % of schools with parenting programs for teens:	1-25%
4. % of schools with programs for latchkey students:	1-25%
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	1-25%

NOTES

a Population of Oklahoma City, 1992.

b Eligible for services under PL94-142.

c Includes instructional days in classroom and other days.

d System uses Brigance Screening Inventory and vocabulary and social awareness assessments.

e A dropout is defined as any student under age 18, who has not graduated from high school and is not attending another school or otherwise receiving an education pursuant to the law for the Fall term.

f Beginning in 1992-93, students who were home schooled were not considered dropouts.

g The four year dropout rate represents the sum of the dropout rates for grades 9-12.

h Iowa Test of Basic Skills and Test of Achievement and Proficiency, grades 2-11.

i System also uses the Stanford Writing Assessment.

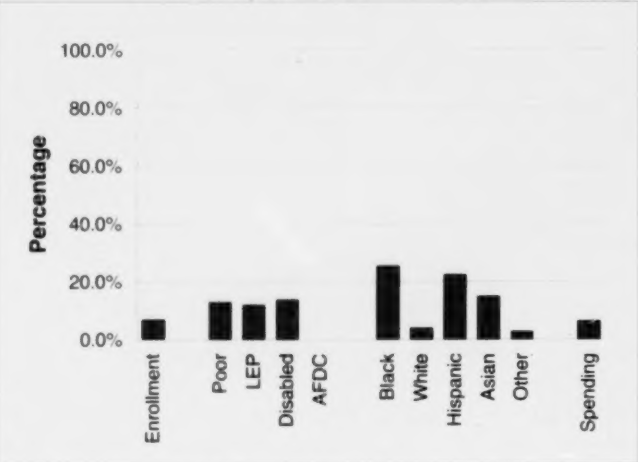
j A weapon is defined as any object considered dangerous or capable of inflicting serious bodily harm.

k A drug/alcohol related incident includes being under the influence of or in possession of any substance that alters the student's mood or behavior.

l Figure does not include typical nurse's office.

m Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Oklahoma City's Share of Oklahoma's Totals



Note: Percentages are rounded to the nearest whole number

Omaha Public Schools

National rank by enrollment: 88

STUDENT DEMOGRAPHICS (1992-93)

District

-Population of area served (1992):	339,000 [a]
-Public school enrollment:	43,158
-Percent change in enrollment (1990-1992):	+3.5%
-Percent of enrollment free or reduced price lunch:	48.4%
-Percent of enrollment limited-English proficient:	1.2%
-Percent of enrollment disabled:	12.1% [b]
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	28.5%
-Percent of enrollment white:	64.3%
-Percent of enrollment Hispanic:	4.7%
-Percent of enrollment Asian/Pacific Islander:	1.1%
-Percent of enrollment Alaskan/Native American/other:	1.4%

State

-Percent of state's school enrollment:	15.3%
-Percent of state's school poor:	25.3%
-Percent of state's school limited-English proficient:	41.5%
-Percent of state's school disabled:	18.3%
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	79.0%
-Percent of state's school white:	11.0%
-Percent of state's school Hispanic:	22.6%
-Percent of state's school Asian/Pacific Islander:	15.8%
-Percent of state's school Alaskan/Native American/other:	17.0%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	12
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1984
-Number of days teachers are on duty:	186 [c]
-Teacher bargaining unit:	NEA
-Total number of schools:	77
-Court order for desegregation:	Unitary

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	No [d]
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	0.9%
-half day of kindergarten:	99.1%
-no prior schooling:	NA
-undetermined:	0.0%
4. Number of pre-kindergarten pupils per teacher/staff:	9.9
5. Number of kindergarten pupils per teacher/staff:	42.4
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	92.3%
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	2,155
2. Annual dropout rate:	NA
3. Percent change in annual dropout rate (1990-92):	NA
4. 4-year dropout rate:	NA
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	92.1%
7. % of schools with dropout prevention programs for teen mothers:	1-25%

Goal 3: Improved Academic Achievement

Reading

1. Standardized test(s) administered:	CAT [e]
2. Percent of students scoring in bottom quarter:	17.0%
3. Percent of students scoring in top quarter:	33.2%
4. Percent of students scoring above national norm:	60.2%

Math

5. Standardized test(s) administered:	CAT [e]
6. Percent of students scoring in bottom quarter:	15.5%
7. Percent of students scoring in top quarter:	40.9%
8. Percent of students scoring above national norm:	65.5%
9. District reports alternative assessment data:	No
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	7.6%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	3.8%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	4.8%
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	1-25%
16. % of schools with bilingual ed or ESL programs:	1-25%
17. % of schools with privatized/contracted instruction:	None

Goal 4: Quality Teachers

1. Total number of teachers:	2,870
2. Percent of English teachers fully certified:	100.0%
3. Percent of Math teachers fully certified:	100.0%
4. Percent of Science teachers fully certified:	100.0%
5. Percent of teachers who are minority:	11.4%
6. Average teacher salary:	$31,305
7. Average high school class size:	20.0
8. Number of languages spoken by students:	21
9. Number of languages in which instruction is provided	0
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

Omaha Public Schools

Great City School rank by enrollment: 39

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	9.6%
-enrolled in four-year colleges:	55.5%
-enrolled in two-year colleges:	2.0%
-performing military service:	3.0%
-employed full-time:	21.9%
-undetermined:	8.0%
2. % of schools with higher education awareness programs for junior/middle school students:	1-25%
3. % of schools with voter registration programs:	1-25%
4. % of schools with community service programs:	1-25%
5. % of schools with job training programs for youth:	1-25%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	1.3[f]
2. Drug/alcohol incidents per 1,000 students:	0.3[g]
3. Suspensions per 1,000 students:	39.7
4. Expulsions per 1,000 students:	NA
5. Number of schools with health clinics:	0
6. Number of student visits to health clinics:	0
7. Total amount of deferred maintenance (in millions):	$148.0
8. Average age of school buildings:	NA
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	1-25%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	1-25%
13. % of schools with programs to reduce student suicide and stress:	1-25%
14. % of schools with programs to reduce crime/gangs:	76-100%
15. % of schools with pregnancy prevention programs:	None
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	1-25%

Goal 7: Adequate Funding

1. Bonded debt rating:	Aa
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$5,026[h]
4. Percent of revenues from local sources:	51.8%
5. Percent of revenues from state sources:	38.9%
6. Percent of revenues from federal sources:	9.2%
7. Percent of state's elementary and secondary expenditures:	16.5%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	1-25%
3. % of schools with parenting programs for teens:	1-25%
4. % of schools with programs for latchkey students:	26-50%
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	None

NOTES

a Population of the city of Omaha, 1992.

b Eligible for services under PL94-142.

c Includes instructional days in classroom and other days.

d State regulations prohibit kindergarten readiness assessment.

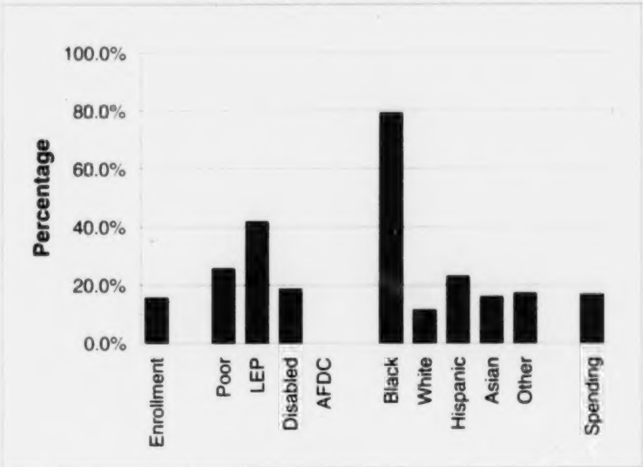
e California Achievement Test, grades 1-6, 8, and 10.

f A weapon is defined as any object used to injure a person and which does not have a school related purpose.

g A drug/alcohol related incident includes the possession, use, distribution, sale, or voluntary handling and receiving of drugs, alcoholic beverages, or controlled or imitation substances.

h Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Omaha's Share of Nebraska's Totals



Note: Percentages are rounded to the nearest whole number

Philadelphia School District

National rank by enrollment: 6

STUDENT DEMOGRAPHICS (1992-93)

District

-Population of area served (1992):	1,552,000 [a]
-Public school enrollment:	206,898
-Percent change in enrollment (1990-1992):	+5.8%
-Percent of enrollment free or reduced price lunch:	NA
-Percent of enrollment limited-English proficient:	3.0%
-Percent of enrollment disabled:	14.0% [b]
-Percent of enrollment AFDC:	76.3%
-Percent of enrollment African-American:	63.2%
-Percent of enrollment white:	22.1%
-Percent of enrollment Hispanic:	10.0%
-Percent of enrollment Asian/Pacific Islander:	4.5%
-Percent of enrollment Alaskan/Native American/other:	0.1%

State

-Percent of state's school enrollment:	12.0%
-Percent of state's school poor:	NA
-Percent of state's school limited-English proficient:	41.1%
-Percent of state's school disabled:	15.6%
-Percent of state's school AFDC:	66.7%
-Percent of state's school African-American:	56.6%
-Percent of state's school white:	3.3%
-Percent of state's school Hispanic:	39.4%
-Percent of state's school Asian/Pacific Islander:	32.0%
-Percent of state's school Alaskan/Native American/other:	20.2%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	9
-How School Board is chosen:	Appointed
-School Board term of office:	6 years
-Year current superintendent was hired:	1994
-Number of days teachers are on duty:	190 [c]
-Teacher bargaining unit:	AFT
-Total number of schools:	256
-Court order for desegregation:	State gov.

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [d]
2. Formalized or standardized assessments used:	Yes [d]
3. Percent of entering 1st graders with:	
-full day of kindergarten:	21.5%
-half day of kindergarten:	30.4%
-no prior schooling:	28.1%
-undetermined:	19.9%
4. Number of pre-kindergarten pupils per teacher/staff:	4.9
5. Number of kindergarten pupils per teacher/staff:	NA
6. State requires early childhood/pre-k teacher credential:	No
7. Percent of teachers with early childhood pre-kindergarten credential:	NA
8. Percent of teachers with kindergarten or elementary school credential:	NA
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	8,777
2. Annual dropout rate:	NA
3. Percent change in annual dropout rate (1990-92):	NA
4. 4-year dropout rate:	NA
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	NA
7. % of schools with dropout prevention programs for teen mothers:	None

Goal 3: Improved Academic Achievement

Reading

1. Standardized test(s) administered:	CTBS [e]
2. Percent of students scoring in bottom quarter:	46.0%
3. Percent of students scoring in top quarter:	9.5%
4. Percent of students scoring above national norm:	26.4%

Math

5. Standardized test(s) administered:	CTBS [e]
6. Percent of students scoring in bottom quarter:	45.2%
7. Percent of students scoring in top quarter:	12.2%
8. Percent of students scoring above national norm:	28.7%
9. District reports alternative assessment data:	No
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	NA
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	NA
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	NA
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	76-100%
16. % of schools with bilingual ed or ESL programs:	None
17. % of schools with privatized/contracted instruction:	None

Goal 4: Quality Teachers

1. Total number of teachers:	11,176
2. Percent of English teachers fully certified:	NA
3. Percent of Math teachers fully certified:	NA
4. Percent of Science teachers fully certified:	NA
5. Percent of teachers who are minority:	37.2%
6. Average teacher salary:	$38,579
7. Average high school class size:	NA
8. Number of languages spoken by students:	NA
9. Number of languages in which instruction is provided	NA
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

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Philadelphia School District

Great City School rank by enrollment: 6

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	7.1%
-enrolled in four-year colleges:	39.3%
-enrolled in two-year colleges:	25.0%
-performing military service:	3.4%
-employed full-time:	15.9%
-undetermined:	9.4%
2. % of schools with higher education awareness programs for junior/middle school students:	None
3. % of schools with voter registration programs:	None
4. % of schools with community service programs:	None
5. % of schools with job training programs for youth:	None
6. % of schools with business collaboratives:	None

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	NA
2. Drug/alcohol incidents per 1,000 students:	NA
3. Suspensions per 1,000 students:	NA
4. Expulsions per 1,000 students:	NA
5. Number of schools with health clinics:	7
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	NA
8. Average age of school buildings:	NA
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	76-100%
13. % of schools with programs to reduce student suicide and stress:	None
14. % of schools with programs to reduce crime/gangs:	None
15. % of schools with pregnancy prevention programs:	76-100%
16. % of schools with programs for homeless children:	76-100%
17. % of schools with progs. to prevent sexual harassment:	None

Goal 7: Adequate Funding

1. Bonded debt rating:	Ba1
2. Local school taxing authority:	Dependent
3. Total revenues per student:	$6,860 [f]
4. Percent of revenues from local sources:	38.2%
5. Percent of revenues from state sources:	50.6%
6. Percent of revenues from federal sources:	11.3%
7. Percent of state's elementary and secondary expenditures:	12.4%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	0.04
2. % of schools with parenting programs for adults:	None
3. % of schools with parenting programs for teens:	None
4. % of schools with programs for latchkey students:	1-25%
5. % of schools with adult ed or literacy programs:	None
6. % of schools with site-based management programs:	None

NOTES

a Population of the city of Philadelphia, 1992.

b Eligible for services under PL94-142.

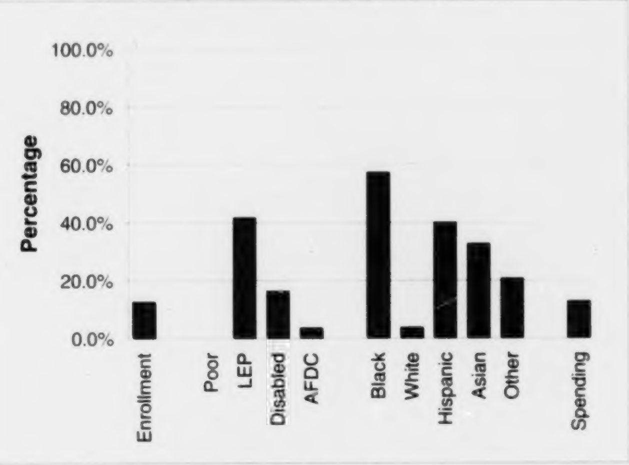
c Includes instructional days in classroom and other days.

d System relies on pre-enrollment interviews by kindergarten teachers of parents and pupils and a Developmental Behavioral Checklist to assess readiness.

e Comprehensive Test of Basic Skills, grades 1-12 (grades 9-12 in Chapter 1 schools). Data are not comparable with 1990-91 data since only Chapter 1 high school students were tested in 1992-93. Chapter 1 school test scores tend to be lower than those of non-Chapter 1 schools

f Figure includes sum of all revenues from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Philadelphia's Share of Pennsylvannia'sTotals



Note: Percentages are rounded to the nearest whole number

Phoenix Union High School District

National rank by enrollment: 296

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	1,012,000 [a]
-Public school enrollment:	19,693 [b]
-Percent change in enrollment (1990-1992):	-11.5%
-Percent of enrollment free or reduced price lunch:	42.1%
-Percent of enrollment limited-English proficient:	11.5%
-Percent of enrollment disabled:	9.6% [c]
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	12.8%
-Percent of enrollment white:	33.6%
-Percent of enrollment Hispanic:	47.4%
-Percent of enrollment Asian/Pacific Islander:	2.7%
-Percent of enrollment Alaskan/Native American/other:	3.6%
State	
-Percent of state's school enrollment:	2.9%
-Percent of state's school poor:	3.6%
-Percent of state's school limited-English proficient:	3.4%
-Percent of state's school disabled:	3.8%
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	9.2%
-Percent of state's school white:	1.6%
-Percent of state's school Hispanic:	5.1%
-Percent of state's school Asian/Pacific Islander:	4.9%
-Percent of state's school Alaskan/Native American/other:	1.5%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1994* [d]
-Number of days teachers are on duty:	182 [e]
-Teacher bargaining unit:	NEA
-Total number of schools:	15
-Court order for desegregation:	Federal

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	No
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	NA
-half day of kindergarten:	NA
-no prior schooling:	NA
-undetermined:	NA
4. Number of pre-kindergarten pupils per teacher/staff:	NA
5. Number of kindergarten pupils per teacher/staff:	NA
6. State requires early childhood/pre-k teacher credential:	No
7. Percent of teachers with early childhood pre-kindergarten credential:	NA
8. Percent of teachers with kindergarten or elementary school credential:	NA
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	2,776
2. Annual dropout rate:	16.4%
3. Percent change in annual dropout rate (1990-92):	+37.8%
4. 4-year dropout rate:	41.9%
5. Percent change in 4-year dropout rate (1990-92):	-11.0%
6. Unweighted average high school daily attendance rate:	90.1%
7. % of schools with dropout prevention programs for teen mothers:	76-100%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	TAP [f]
2. Percent of students scoring in bottom quarter:	24.0%
3. Percent of students scoring in top quarter:	24.3%
4. Percent of students scoring above national norm:	59.6%
Math	
5. Standardized test(s) administered:	TAP [f]
6. Percent of students scoring in bottom quarter:	25.5%
7. Percent of students scoring in top quarter:	22.2%
8. Percent of students scoring above national norm:	59.0%
9. District reports alternative assessment data:	Yes [g]
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	2.7%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	1.8%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	2.3%
14. % of schools with magnet programs:	76-100%
15. % of schools with open enrollment programs:	76-100%
16. % of schools with bilingual ed or ESL programs:	76-100%
17. % of schools with privatized/contracted instruction:	None

Goal 4: Quality Teachers

1. Total number of teachers:	1,430
2. Percent of English teachers fully certified:	100.0%
3. Percent of Math teachers fully certified:	100.0%
4. Percent of Science teachers fully certified:	100.0%
5. Percent of teachers who are minority:	19.4%
6. Average teacher salary:	$37,325
7. Average high school class size:	NA
8. Number of languages spoken by students:	47
9. Number of languages in which instruction is provided	1
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	51-75%

Phoenix Union High School District

Great City School rank by enrollment: 51

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	25.0%
-enrolled in four-year colleges:	NA [h]
-enrolled in two-year colleges:	NA
-performing military service:	7.0%
-employed full-time:	10.0%
-undetermined:	6.0%
2. % of schools with higher education awareness programs for junior/middle school students:	1-25%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	1-25%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	4.1 [i]
2. Drug/alcohol incidents per 1,000 students:	9.2 [j]
3. Suspensions per 1,000 students:	139.0
4. Expulsions per 1,000 students:	1.2
5. Number of schools with health clinics:	2
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	NA
8. Average age of school buildings:	31 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	76-100%
13. % of schools with programs to reduce student suicide and stress:	76-100%
14. % of schools with programs to reduce crime/gangs:	76-100%
15. % of schools with pregnancy prevention programs:	76-100%
16. % of schools with programs for homeless children:	None
17. % of schools with progs. to prevent sexual harassment:	76-100%

Goal 7: Adequate Funding

1. Bonded debt rating:	NA
2. Local school taxing authority:	NA
3. Total revenues per student:	$6,690 [k]
4. Percent of revenues from local sources:	85.0%
5. Percent of revenues from state sources:	8.0%
6. Percent of revenues from federal sources:	7.0%
7. Percent of state's elementary and secondary expenditures:	4.1%

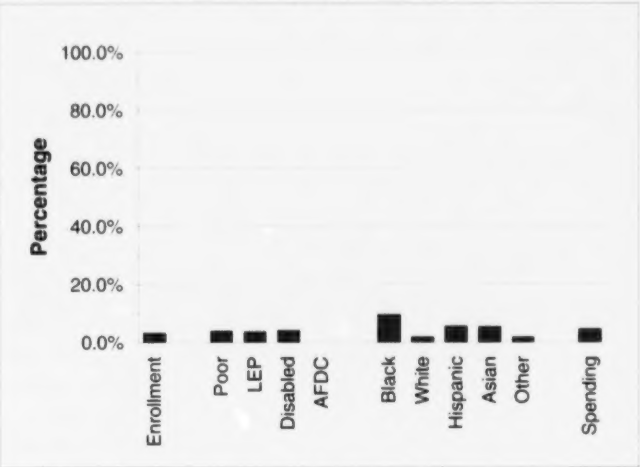
Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	None
3. % of schools with parenting programs for teens:	26-50%
4. % of schools with programs for latchkey students:	None
5. % of schools with adult ed or literacy programs:	76-100%
6. % of schools with site-based management programs:	26-50%

NOTES

a Population of the city of Phoenix, 1992.
b System only enrolls students in grades 9-12.
c Eligible for services under PL94-142.
d Asterik indicates interim superintendent.
e Includes instructional days in classroom and other days.
f Test of Achievement and Proficiency, grades 9-12.
g System uses Arizona Student Assessment Program for reading, writing, and math.
h 52% of high school graduates planned to enter either a 2-year or 4-year college/university.
i A weapon is defined as any instrument capable of harming a person or property.
j A drug/alcohol related incident includes the selling, possessing, soliciting, or using of alcohol or non-prescribed drugs or being under the influence of such drugs and alcohol.
k Figure includes the sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Phoenix's Share of Arizona's Totals



Note: Percentages are rounded to the nearest whole number

Pittsburgh Public Schools

National rank by enrollment: 97

STUDENT DEMOGRAPHICS (1992-93)

District

-Population of area served (1992):	366,000 [a]
-Public school enrollment:	41,160
-Percent change in enrollment (1990-1992):	+3.8%
-Percent of enrollment free or reduced price lunch:	61.3%
-Percent of enrollment limited-English proficient:	0.7% [b]
-Percent of enrollment disabled:	11.2%
-Percent of enrollment AFDC:	36.7%
-Percent of enrollment African-American:	53.0%
-Percent of enrollment white:	45.2%
-Percent of enrollment Hispanic:	0.3%
-Percent of enrollment Asian/Pacific Islander:	1.4%
-Percent of enrollment Alaskan/Native American/other:	0.1%

State

-Percent of state's school enrollment:	2.4%
-Percent of state's school poor:	5.9%
-Percent of state's school limited-English proficient:	1.8%
-Percent of state's school disabled:	2.5%
-Percent of state's school AFDC:	6.4%
-Percent of state's school African-American:	9.4%
-Percent of state's school white:	1.3%
-Percent of state's school Hispanic:	0.3%
-Percent of state's school Asian/Pacific Islander:	1.9%
-Percent of state's school Alaskan/Native American/other:	1.9%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	9
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1992
-Number of days teachers are on duty:	192 [c]
-Teacher bargaining unit:	AFT
-Total number of schools:	86
-Court order for desegregation:	State gov.

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [d]
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	37.1%
-half day of kindergarten:	43.0%
-no prior schooling:	6.6%
-undetermined:	13.3%
4. Number of pre-kindergarten pupils per teacher/staff:	2.9
5. Number of kindergarten pupils per teacher/staff:	20.3
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	NA
8. Percent of teachers with kindergarten or elementary school credential:	NA
9. % of schools with child care for infants of teen moms:	26-50%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	2,088
2. Annual dropout rate:	7.0% [e]
3. Percent change in annual dropout rate (1990-92):	-2.8%
4. 4-year dropout rate:	18.2% [f]
5. Percent change in 4-year dropout rate (1990-92):	-30.3%
6. Unweighted average high school daily attendance rate:	79.4%
7. % of schools with dropout prevention programs for teen mothers:	26-50%

Goal 3: Improved Academic Achievement

Reading

1. Standardized test(s) administered:	CAT [g]
2. Percent of students scoring in bottom quarter:	19.7%
3. Percent of students scoring in top quarter:	25.6%
4. Percent of students scoring above national norm:	53.6%

Math

5. Standardized test(s) administered:	CAT [g]
6. Percent of students scoring in bottom quarter:	17.4%
7. Percent of students scoring in top quarter:	35.9%
8. Percent of students scoring above national norm:	60.8%
9. District reports alternative assessment data:	Yes [h]
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	19.2%
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	2.5%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	2.1%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	0.6%
14. % of schools with magnet programs:	51-75%
15. % of schools with open enrollment programs:	NA
16. % of schools with bilingual ed or ESL programs:	1-25%
17. % of schools with privatized/contracted instruction:	None

Goal 4: Quality Teachers

1. Total number of teachers:	2,806
2. Percent of English teachers fully certified:	100.0%
3. Percent of Math teachers fully certified:	100.0%
4. Percent of Science teachers fully certified:	96.1%
5. Percent of teachers who are minority:	19.6%
6. Average teacher salary:	$48,000
7. Average high school class size:	NA
8. Number of languages spoken by students:	NA
9. Number of languages in which instruction is provided	6
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

Pittsburgh Public Schools

Great City School rank by enrollment: 43

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	NA
-enrolled in four-year colleges:	60.5%
-enrolled in two-year colleges:	10.5%
-performing military service:	3.3%
-employed full-time:	10.8%
-undetermined:	14.9%
2. % of schools with higher education awareness programs for junior/middle school students:	NA
3. % of schools with voter registration programs:	NA
4. % of schools with community service programs:	1-25%
5. % of schools with job training programs for youth:	NA
6. % of schools with business collaboratives:	51-75%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	8.3 [i]
2. Drug/alcohol incidents per 1,000 students:	2.6 [j]
3. Suspensions per 1,000 students:	709.9
4. Expulsions per 1,000 students:	0.1
5. Number of schools with health clinics:	24
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	NA
8. Average age of school buildings:	67 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	51-75%
13. % of schools with programs to reduce student suicide and stress:	76-100%
14. % of schools with programs to reduce crime/gangs:	76-100%
15. % of schools with pregnancy prevention programs:	51-75%
16. % of schools with programs for homeless children:	76-100%
17. % of schools with progs. to prevent sexual harassment:	26-50%

Goal 7: Adequate Funding

1. Bonded debt rating:	A
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$8,713 [k]
4. Percent of revenues from local sources:	58.9%
5. Percent of revenues from state sources:	35.2%
6. Percent of revenues from federal sources:	5.9%
7. Percent of state's elementary and secondary expenditures:	3.1%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	26-50%
3. % of schools with parenting programs for teens:	26-50%
4. % of schools with programs for latchkey students:	26-50%
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	51-75%

NOTES

a Population of the city of Pittsburgh, 1992.

b Eligible for services under PL94-142.

c Includes instructional days in classroom and other days.

d System uses Abbreviated Kindergarten Inventory to identify those students with Chapter 1 needs.

e Annual dropout rate: the number of students who cease to attend school due to overage, work, domestic reasons, or running away divided by potential dropout population during the year, ending June 30, 1993.

f The four year dropout rate tracks the number of student dropouts during a four-year period.

g California Achievement Test, grades K-12. For math, grade 1-8 only.

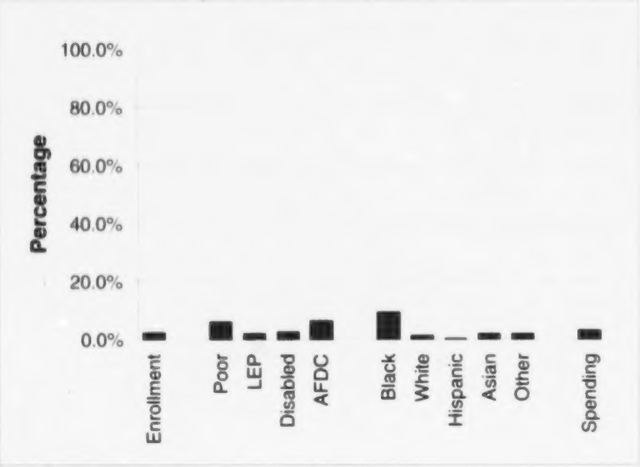
h System uses system developed assessment instruments.

i A weapon is defined as any firearms, explosives, knives, and dangerous objects of no reasonable use to the student at school.

j A drug/alcohol related incident includes the possession, use, transmittal, or being under the influence of any drugs, alcohol, or intoxicant of any kind.

k Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Pittsburgh's Share of Pennsylvannia's Totals



Note: Percentages are rounded to the nearest whole number

Portland Public Schools

National rank by enrollment: 59

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	445,000 a
-Public school enrollment:	56,942
-Percent change in enrollment (1990-1992):	+3.7%
-Percent of enrollment free or reduced price lunch:	38.4%
-Percent of enrollment limited-English proficient:	6.1%
-Percent of enrollment disabled:	10.0% b
-Percent of enrollment AFDC:	20.1%
-Percent of enrollment African-American:	15.2%
-Percent of enrollment white:	70.8%
-Percent of enrollment Hispanic:	3.8%
-Percent of enrollment Asian/Pacific Islander:	8.0%
-Percent of enrollment Alaskan/Native American/other:	2.1%
State	
-Percent of state's school enrollment:	11.2%
-Percent of state's school poor:	17.8%
-Percent of state's school limited-English proficient:	45.9%
-Percent of state's school disabled:	11.6%
-Percent of state's school AFDC:	27.0%
-Percent of state's school African-American:	71.0%
-Percent of state's school white:	9.0%
-Percent of state's school Hispanic:	8.0%
-Percent of state's school Asian/Pacific Islander:	29.8%
-Percent of state's school Alaskan/Native American/other:	13.2%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1992
-Number of days teachers are on duty:	190 c
-Teacher bargaining unit:	NEA
-Total number of schools:	91
-Court order for desegregation:	Voluntary

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	No
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	24.4% d
-half day of kindergarten:	72.1% d
-no prior schooling:	0.0% d
-undetermined:	3.5% d
4. Number of pre-kindergarten pupils per teacher/staff:	NA
5. Number of kindergarten pupils per teacher/staff:	NA
6. State requires early childhood/pre-k teacher credential:	No
7. Percent of teachers with early childhood pre-kindergarten credential:	9.8%
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	2,429
2. Annual dropout rate:	8.8% e
3. Percent change in annual dropout rate (1990-92):	+25.7%
4. 4-year dropout rate:	NA
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	90.2%
7. % of schools with dropout prevention programs for teen mothers:	76-100%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	PALT f
2. Percent of students scoring in bottom quarter:	25.5%
3. Percent of students scoring in top quarter:	24.1%
4. Percent of students scoring above national norm:	49.3%
Math	
5. Standardized test(s) administered:	PALT f
6. Percent of students scoring in bottom quarter:	34.3%
7. Percent of students scoring in top quarter:	32.8%
8. Percent of students scoring above national norm:	65.7%
9. District reports alternative assessment data:	Yes g
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	NA
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	NA
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	NA
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	76-100%
16. % of schools with bilingual ed or ESL programs:	26-50%
17. % of schools with privatized/contracted instruction:	1-25%

Goal 4: Quality Teachers

1. Total number of teachers:	3,107
2. Percent of English teachers fully certified:	NA
3. Percent of Math teachers fully certified:	NA
4. Percent of Science teachers fully certified:	NA
5. Percent of teachers who are minority:	10.9%
6. Average teacher salary:	$32,581
7. Average high school class size:	NA
8. Number of languages spoken by students:	55
9. Number of languages in which instruction is provided	8
10. % of schools with future teacher programs:	1-25% h
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

Portland Public Schools

Great City School rank by enrollment: 30

Goal 5: Postsecondary Opportunities

1.	Percent of graduates:	
	-enrolled in postsecondary vocational programs:	2.0%
	-enrolled in four-year colleges:	43.0%
	-enrolled in two-year colleges:	37.0%
	-performing military service:	3.0%
	-employed full-time:	11.0%
	-undetermined:	4.0%
2.	% of schools with higher education awareness programs for junior/middle school students:	1-25%
3.	% of schools with voter registration programs:	1-25%
4.	% of schools with community service programs:	76-100%
5.	% of schools with job training programs for youth:	1-25%
6.	% of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1.	Weapons incidents per 1,000 students:	3.1 [i]
2.	Drug/alcohol incidents per 1,000 students:	5.8 [j]
3.	Suspensions per 1,000 students:	38.5
4.	Expulsions per 1,000 students:	4.1
5.	Number of schools with health clinics:	6
6.	Number of student visits to health clinics:	18,600
7.	Total amount of deferred maintenance (in millions):	$42.7
8.	Average age of school buildings:	68 years
9.	% of schools with drug education programs:	76-100%
10.	% of schools with HIV/STD prevention programs:	76-100% [k]
11.	% of schools with nutrition education programs:	76-100%
12.	% of schools with programs for children of drug-addicted parents:	51-75%
13.	% of schools with programs to reduce student suicide and stress:	76-100%
14.	% of schools with programs to reduce crime/gangs:	NA
15.	% of schools with pregnancy prevention programs:	76-100%
16.	% of schools with programs for homeless children:	1-25%
17.	% of schools with progs. to prevent sexual harassment:	NA

Goal 7: Adequate Funding

1.	Bonded debt rating:	Aa
2.	Local school taxing authority:	Indepen.
3.	Total revenues per student:	$7,328 [l]
4.	Percent of revenues from local sources:	66.1%
5.	Percent of revenues from state sources:	27.4%
6.	Percent of revenues from federal sources:	6.6%
7.	Percent of state's elementary and secondary expenditures:	14.2%

Goal 8: Increased Parental Involvement

1.	Parental volunteer hours per student:	NA
2.	% of schools with parenting programs for adults:	1-25%
3.	% of schools with parenting programs for teens:	76-100%
4.	% of schools with programs for latchkey students:	26-50%
5.	% of schools with adult ed or literacy programs:	1-25%
6.	% of schools with site-based management programs:	76-100%

NOTES

a Population of the city of Portland, 1992.

b Eligible for services under PL94-142.

c Includes instructional days in classroom and other days.

d Percents based on estimates

e Dropouts are defined as those students who withdrew after passing compulsory age. were issued work permits, or withdrew for other reasons. Only students dropping out during the school year and not registering at another Portland School District school or alternative program were counted as dropouts; students dropping out during the summer werer not included. Rates based on October 1 enrollments.

f Portland Achievement Test, all students in grades 3 - 8.

g Oregon Direct Writing

h District participates in a partnership with Portland State University and Portland Community College to promote prospective future teachers from middle and high school students of color. Currently 6 students have such programs.

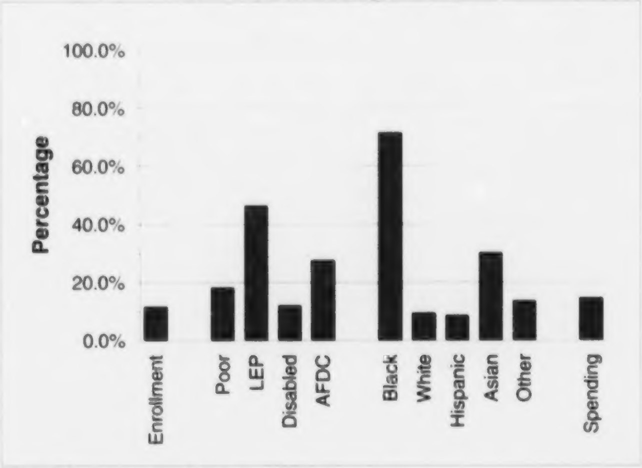
i District definition of "weapons" includes but is not limited to : guns, noxious gases, black-jacks, and knives.

j A drug/alcohol related incident inlcudes but is not limited to: use, transfer, sale, or possession of drugs/drug paraphernalia; drug impaired learning, drug influenced behavior, and any act assisting or promoting such activity are also included.

k HIV prevention and drug/alcohol use prevention programs are mandated for all K-12 students in Oregon.

l Figure includes the sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Portland's Share of Oregon's Totals



Note: Percentages are rounded to the nearest whole number

Providence Public Schools

National rank by enrollment: 244

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	167,000 [a]
-Public school enrollment:	22,129
-Percent change in enrollment (1990-1992):	+6.2%
-Percent of enrollment free or reduced price lunch:	63.0%
-Percent of enrollment limited-English proficient:	18.2%
-Percent of enrollment disabled:	13.3% [b]
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	24.5%
-Percent of enrollment white:	30.6%
-Percent of enrollment Hispanic:	33.0%
-Percent of enrollment Asian/Pacific Islander:	11.3%
-Percent of enrollment Alaskan/Native American/other:	0.6%
State	
-Percent of state's school enrollment:	15.4%
-Percent of state's school poor:	41.0%
-Percent of state's school limited-English proficient:	52.7%
-Percent of state's school disabled:	3.2%
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	57.6%
-Percent of state's school white:	5.8%
-Percent of state's school Hispanic:	63.8%
-Percent of state's school Asian/Pacific Islander:	56.8%
-Percent of state's school Alaskan/Native American/other:	28.3%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	9
-How School Board is chosen:	Appointed
-School Board term of office:	3 years
-Year current superintendent was hired:	1992
-Number of days teachers are on duty:	181 [c]
-Teacher bargaining unit:	AFT
-Total number of schools:	34
-Court order for desegregation:	Voluntary

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	No
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	0.0%
-half day of kindergarten:	100.0%
-no prior schooling:	0.0%
-undetermined:	0.0%
4. Number of pre-kindergarten pupils per teacher/staff:	NA
5. Number of kindergarten pupils per teacher/staff:	26.1
6. State requires early childhood/pre-k teacher credential:	No
7. Percent of teachers with early childhood pre-kindergarten credential:	NA
8. Percent of teachers with kindergarten or elementary school credential:	NA
9. % of schools with child care for infants of teen moms:	26-50%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	850
2. Annual dropout rate:	5.8%
3. Percent change in annual dropout rate (1990-92):	-44.2%
4. 4-year dropout rate:	29.4%
5. Percent change in 4-year dropout rate (1990-92):	-14.8%
6. Unweighted average high school daily attendance rate:	87.8%
7. % of schools with dropout prevention programs for teen mothers:	76-100%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	NA
2. Percent of students scoring in bottom quarter:	NA
3. Percent of students scoring in top quarter:	NA
4. Percent of students scoring above national norm:	NA
Math	
5. Standardized test(s) administered:	NA
6. Percent of students scoring in bottom quarter:	NA
7. Percent of students scoring in top quarter:	NA
8. Percent of students scoring above national norm:	NA
9. District reports alternative assessment data:	No
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	5.0%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	5.0%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	5.0%
14. % of schools with magnet programs:	26-50%
15. % of schools with open enrollment programs:	26-50%
16. % of schools with bilingual ed or ESL programs:	76-100%
17. % of schools with privatized/contracted instruction:	1-25%

Goal 4: Quality Teachers

1. Total number of teachers:	1,450
2. Percent of English teachers fully certified:	100.0%
3. Percent of Math teachers fully certified:	100.0%
4. Percent of Science teachers fully certified:	100.0%
5. Percent of teachers who are minority:	13.7%
6. Average teacher salary:	$34,700
7. Average high school class size:	26.0
8. Number of languages spoken by students:	9
9. Number of languages in which instruction is provided:	3
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

Providence Public Schools

Great City School rank by enrollment: 50

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	NA
-enrolled in four-year colleges:	NA
-enrolled in two-year colleges:	NA
-performing military service:	NA
-employed full-time:	NA
-undetermined:	NA
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	76-100%
5. % of schools with job training programs for youth:	26-50%
6. % of schools with business collaboratives:	26-50%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	NA
2. Drug/alcohol incidents per 1,000 students:	NA
3. Suspensions per 1,000 students:	NA
4. Expulsions per 1,000 students:	3.0
5. Number of schools with health clinics:	8
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	$60.0
8. Average age of school buildings:	50 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	51-75%
13. % of schools with programs to reduce student suicide and stress:	76-100%
14. % of schools with programs to reduce crime/gangs:	76-100%
15. % of schools with pregnancy prevention programs:	76-100%
16. % of schools with programs for homeless children:	26-50%
17. % of schools with progs. to prevent sexual harassment:	76-100%

Goal 7: Adequate Funding

1. Bonded debt rating:	NA
2. Local school taxing authority:	NA
3. Total revenues per student:	$6,050 [d]
4. Percent of revenues from local sources:	44.7%
5. Percent of revenues from state sources:	45.8%
6. Percent of revenues from federal sources:	9.5%
7. Percent of state's elementary and secondary expenditures:	14.8%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	0.27
2. % of schools with parenting programs for adults:	26-50%
3. % of schools with parenting programs for teens:	76-100%
4. % of schools with programs for latchkey students:	76-100%
5. % of schools with adult ed or literacy programs:	76-100%
6. % of schools with site-based management programs:	51-75%

NOTES

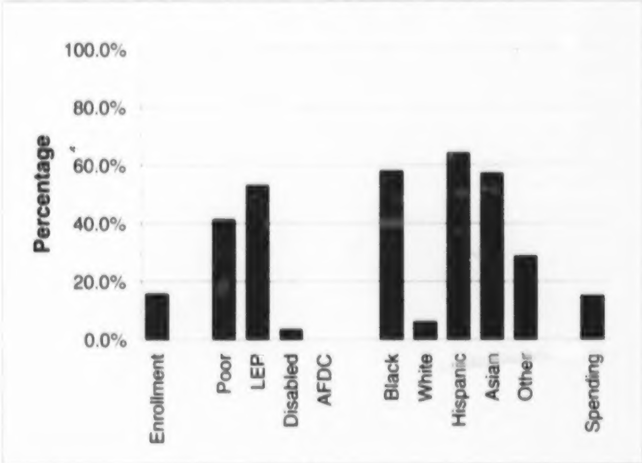
[a] Population of the city of Providence, 1992.

[b] Eligible for services under PL94-142.

[c] Includes instructional days in classroom and other days.

[d] Figure includes the sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Providence's Share of Rhode Island's Totals



Note: Percentages are rounded to the nearest whole number

Rochester City School District

National rank by enrollment: 120

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	233,000 [a]
-Public school enrollment:	35,084
-Percent change in enrollment (1990-1992):	+9.7%
-Percent of enrollment free or reduced price lunch:	57.8%
-Percent of enrollment limited-English proficient:	8.3%
-Percent of enrollment disabled:	9.5% [b]
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	56.2%
-Percent of enrollment white:	24.8%
-Percent of enrollment Hispanic:	16.2%
-Percent of enrollment Asian/Pacific Islander:	2.5%
-Percent of enrollment Alaskan/Native American/other:	0.3%
State	
-Percent of state's school enrollment:	1.3%
-Percent of state's school poor:	2.0%
-Percent of state's school limited-English proficient:	1.7%
-Percent of state's school disabled:	1.3%
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	3.7%
-Percent of state's school white:	0.5%
-Percent of state's school Hispanic:	1.3%
-Percent of state's school Asian/Pacific Islander:	0.7%
-Percent of state's school Alaskan/Native American/other:	1.1%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1994* [c]
-Number of days teachers are on duty:	190 [d]
-Teacher bargaining unit:	AFT
-Total number of schools:	53
-Court order for desegregation:	Voluntary

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [e]
2. Formalized or standardized assessments used:	Yes [e]
3. Percent of entering 1st graders with:	
-full day of kindergarten:	34.4%
-half day of kindergarten:	61.6%
-no prior schooling:	NA
-undetermined:	4.1%
4. Number of pre-kindergarten pupils per teacher/staff:	8.6
5. Number of kindergarten pupils per teacher/staff:	17.3
6. State requires early childhood/pre-k teacher credential:	No
7. Percent of teachers with early childhood pre-kindergarten credential:	NA
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	26-50%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	1,062
2. Annual dropout rate:	7.9%
3. Percent change in annual dropout rate (1990-92):	-23.3% [f]
4. 4-year dropout rate:	28.0%
5. Percent change in 4-year dropout rate (1990-92):	-10.0% [g]
6. Unweighted average high school daily attendance rate:	81.2%
7. % of schools with dropout prevention programs for teen mothers:	1-25%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	CT/5 [h]
2. Percent of students scoring in bottom quarter:	22.9%
3. Percent of students scoring in top quarter:	35.9%
4. Percent of students scoring above national norm:	63.6%
Math	
5. Standardized test(s) administered:	CT/5 [h]
6. Percent of students scoring in bottom quarter:	13.2%
7. Percent of students scoring in top quarter:	40.6%
8. Percent of students scoring above national norm:	66.1%
9. District reports alternative assessment data:	Yes [i]
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	3.3%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	3.8%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	5.3%
14. % of schools with magnet programs:	51-75%
15. % of schools with open enrollment programs:	76-100%
16. % of schools with bilingual ed or ESL programs:	51-75%
17. % of schools with privatized/contracted instruction:	1-25%

Goal 4: Quality Teachers

1. Total number of teachers:	2,420
2. Percent of English teachers fully certified:	85.6%
3. Percent of Math teachers fully certified:	87.5%
4. Percent of Science teachers fully certified:	76.6%
5. Percent of teachers who are minority:	21.4%
6. Average teacher salary:	$45,953
7. Average high school class size:	NA
8. Number of languages spoken by students:	29
9. Number of languages in which instruction is provided	2
10. % of schools with future teacher programs:	76-100%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

Rochester City School District

Great City School rank by enrollment: 48

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	5.3%
-enrolled in four-year colleges:	48.2%
-enrolled in two-year colleges:	33.1%
-performing military service:	2.9%
-employed full-time:	8.7%
-undetermined:	1.9%
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	1-25%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	9.7 [j]
2. Drug/alcohol incidents per 1,000 students:	1.5 [k]
3. Suspensions per 1,000 students:	348.5
4. Expulsions per 1,000 students:	NA
5. Number of schools with health clinics:	1
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	NA
8. Average age of school buildings:	56 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	1-25%
13. % of schools with programs to reduce student suicide and stress:	76-100%
14. % of schools with programs to reduce crime/gangs:	51-75%
15. % of schools with pregnancy prevention programs:	76-100%
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	76-100%

Goal 7: Adequate Funding

1. Bonded debt rating:	AA
2. Local school taxing authority:	Dependent
3. Total revenues per student:	$8,787 [l]
4. Percent of revenues from local sources:	42.8%
5. Percent of revenues from state sources:	50.5%
6. Percent of revenues from federal sources:	6.8%
7. Percent of state's elementary and secondary expenditures:	1.5%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	1-25%
3. % of schools with parenting programs for teens:	1-25%
4. % of schools with programs for latchkey students:	1-25%
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	76-100%

NOTES

a Population of the city of Rochester, 1992.

b Eligible for services under PL94-142.

c Asterik indicates interim superintendent.

d Includes instructional days in classroom and other days.

e System schools use either the Bracken, ESI, or EPSF screening instruments to identify new students entering kindergarten for gifted or special education programs.

f Annual dropout rate: the number of students who cease to attend school due to pregnancy, over-age, military service, job corp, or employment divided by the total grade 9-12 population. Beginning in 1992-93, students no longer had the option of withdrawing from school upon turning age 16. In addition beginning in 1992-93, students with IEP's, who withdrew after returning to school to receive a local diploma and attended summer school were no longer counted as dropouts.

g Four year dropout rate evaluates the status of students four years after they first entered grade 9. The number of those students who have ceased to attend school without graduating or transferring are divided by total grade 9 enrollment from four years prior.

h Comprehensive Test /5, grade 1(a form of the California Achievement Test). Data also includes scores for Pupil Competency Test in reading, grade 8, and Pupil Evaluation program tests in reading and math, grades 3-6, which are not norm-referenced.

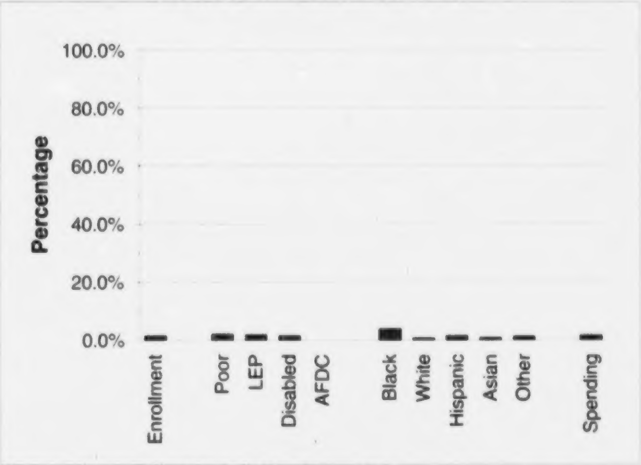
i Portfolios, grade K-2.

j A weapon is defined as any object which could be used to inflict injury and which the student does not have a legitimate school purpose.

k Alcohol and drug refer to any alcoholic beverages, controlled substances, or imitation controlled substances.

l Figure includes the sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Rochester's Share of New York's Totals



Note: Percentages are rounded to the nearest whole number

St. Louis Public Schools

National rank by enrollment: 96

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	382,000 [a]
-Public school enrollment:	42,278
-Percent change in enrollment (1990-1992):	-1.3%
-Percent of enrollment free or reduced price lunch:	85.0%
-Percent of enrollment limited-English proficient:	2.0%
-Percent of enrollment disabled:	14.5% [b]
-Percent of enrollment AFDC:	51.0%
-Percent of enrollment African-American:	78.3%
-Percent of enrollment white:	19.9%
-Percent of enrollment Hispanic:	0.4%
-Percent of enrollment Asian/Pacific Islander:	1.3%
-Percent of enrollment Alaskan/Native American/other:	0.0%
State	
-Percent of state's school enrollment:	4.8%
-Percent of state's school poor:	14.3%
-Percent of state's school limited-English proficient:	21.4%
-Percent of state's school disabled:	6.4%
-Percent of state's school AFDC:	21.7%
-Percent of state's school African-American:	24.5%
-Percent of state's school white:	1.2%
-Percent of state's school Hispanic:	2.6%
-Percent of state's school Asian/Pacific Islander:	6.9%
-Percent of state's school Alaskan/Native American/other:	0.7%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	12
-How School Board is chosen:	Elected
-School Board term of office:	6 years
-Year current superintendent was hired:	1990
-Number of days teachers are on duty:	185 [c]
-Teacher bargaining unit:	AFT
-Total number of schools:	105
-Court order for desegregation:	Federal

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [d]
2. Formalized or standardized assessments used:	Yes [e]
3. Percent of entering 1st graders with:	
-full day of kindergarten:	91.7%
-half day of kindergarten:	0.0%
-no prior schooling:	NA
-undetermined:	8.3%
4. Number of pre-kindergarten pupils per teacher/staff:	NA
5. Number of kindergarten pupils per teacher/staff:	19.4
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	100.0%
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	1,180
2. Annual dropout rate:	14.1% [f]
3. Percent change in annual dropout rate (1990-92):	-10.8%
4. 4-year dropout rate:	50.5% [g]
5. Percent change in 4-year dropout rate (1990-92):	-7.3%
6. Unweighted average high school daily attendance rate:	79.5%
7. % of schools with dropout prevention programs for teen mothers:	26-50%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	SAT-8 [h]
2. Percent of students scoring in bottom quarter:	42.2%
3. Percent of students scoring in top quarter:	14.0%
4. Percent of students scoring above national norm:	31.3%
Math	
5. Standardized test(s) administered:	SAT-8 [h]
6. Percent of students scoring in bottom quarter:	36.7%
7. Percent of students scoring in top quarter:	18.0%
8. Percent of students scoring above national norm:	37.2%
9. District reports alternative assessment data:	Yes [i]
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	NA
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	NA
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	NA
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	1-25% [j]
16. % of schools with bilingual ed or ESL programs:	1-25%
17. % of schools with privatized/contracted instruction:	None

Goal 4: Quality Teachers

1. Total number of teachers:	3,048
2. Percent of English teachers fully certified:	NA
3. Percent of Math teachers fully certified:	NA
4. Percent of Science teachers fully certified:	NA
5. Percent of teachers who are minority:	65.8%
6. Average teacher salary:	$29,567
7. Average high school class size:	26.0
8. Number of languages spoken by students:	14
9. Number of languages in which instruction is provided	5
10. % of schools with future teacher programs:	None
11. % of schools with teacher or staff in-service training in urban culture or race relations:	None

St. Louis Public Schools

Great City School rank by enrollment: 42

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	6.6%
-enrolled in four-year colleges:	30.6%
-enrolled in two-year colleges:	19.4%
-performing military service:	6.2%
-employed full-time:	20.5%
-undetermined:	16.7%
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	1-25%
5. % of schools with job training programs for youth:	26-50%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	8.1 [k]
2. Drug/alcohol incidents per 1,000 students:	1.1 [l]
3. Suspensions per 1,000 students:	90.6
4. Expulsions per 1,000 students:	4.0
5. Number of schools with health clinics:	0
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	$8.0
8. Average age of school buildings:	74 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	1-25%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	1-25%
13. % of schools with programs to reduce student suicide and stress:	51-75%
14. % of schools with programs to reduce crime/gangs:	76-100%
15. % of schools with pregnancy prevention programs:	26-50%
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	1-25%

Goal 7: Adequate Funding

1. Bonded debt rating:	Aa++
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$7,495 [m]
4. Percent of revenues from local sources:	40.3%
5. Percent of revenues from state sources:	47.7%
6. Percent of revenues from federal sources:	12.0%
7. Percent of state's elementary and secondary expenditures:	9.4%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	51-75%
3. % of schools with parenting programs for teens:	51-75%
4. % of schools with programs for latchkey students:	26-50%
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	1-25%

NOTES

a Population of the city of St. Louis, 1992.

b Eligible for services under PL94-142.

c Includes instructional days in classroom and other days.

d System admits all children who turn 5 years old by July. System assesses children who turn 5 years old in the months of July, August, or September for vision, hearing, speech, health, and developmental skills. System refers those children who do not meet the assessment criteria to pre-schools within the system.

e System uses Missouri KIDS Test.

f Annual dropout rate: the number of students in grades 9-12 who cease to attend school due to pregnancy, marriage, employment, lack of interest, military enlistment, or long-term suspension divided by (the number of dropouts plus the number of students active at the end of the year plus the number of graduates during the year).

g The four year dropout rate actually tracks a cohort of students over a 5 year period beginning in their first year in grade 9. This cohort dropout rate measures the proportion of first time grade 9 students who drop out by the end of the fifth year.

h Stanford Achievement Test, grades K-12.

i System uses Writing Assessment (grades 3-5, 6, 8, and 10) and a pilot Mathematics Project (grade 7).

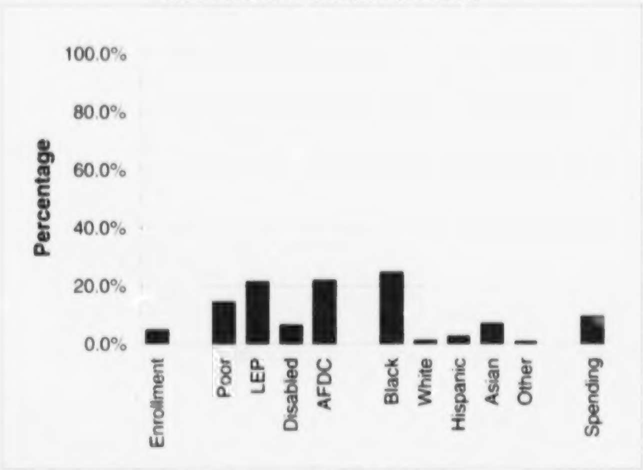
j Interdistrict transfer program serving 14,000 students.

k A weapons related incident includes the possession and/or use of a weapon or other dangerous instrument.

l A drug/alcohol related incident includes the sale, use, or possession of drugs or alcohol.

m Figure includes sum of all revenues from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

St. Louis's Share of Missouri's Totals



Note: Percentages are rounded to the nearest whole number

St. Paul Public Schools

National rank by enrollment: 117

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	270,000 [a]
-Public school enrollment:	38,286
-Percent change in enrollment (1990-1992):	+7.5%
-Percent of enrollment free or reduced price lunch:	51.2%
-Percent of enrollment limited-English proficient:	16.5%
-Percent of enrollment disabled:	12.4% [b]
-Percent of enrollment AFDC:	31.0%
-Percent of enrollment African-American:	18.3%
-Percent of enrollment white:	53.4%
-Percent of enrollment Hispanic:	5.9%
-Percent of enrollment Asian/Pacific Islander:	21.0%
-Percent of enrollment Alaskan/Native American/other:	1.6%
State	
-Percent of state's school enrollment:	4.8%
-Percent of state's school poor:	11.2%
-Percent of state's school limited-English proficient:	48.0%
-Percent of state's school disabled:	7.0%
-Percent of state's school AFDC:	15.1%
-Percent of state's school African-American:	22.7%
-Percent of state's school white:	2.9%
-Percent of state's school Hispanic:	18.3%
-Percent of state's school Asian/Pacific Islander:	30.6%
-Percent of state's school Alaskan/Native American/other:	4.4%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1991
-Number of days teachers are on duty:	182 [c]
-Teacher bargaining unit:	AFT
-Total number of schools:	65
-Court order for desegregation:	State gov.

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [d]
2. Formalized or standardized assessments used:	Yes
3. Percent of entering 1st graders with:	
-full day of kindergarten:	9.0%
-half day of kindergarten:	79.0%
-no prior schooling:	NA
-undetermined:	12.0%
4. Number of pre-kindergarten pupils per teacher/staff:	6.9
5. Number of kindergarten pupils per teacher/staff:	31.4 [e]
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	100.0%
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	26-50%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	1,545
2. Annual dropout rate:	19.0% [f]
3. Percent change in annual dropout rate (1990-92):	+49.6% [g]
4. 4-year dropout rate:	21.1% [h]
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	87.6%
7. % of schools with dropout prevention programs for teen mothers:	76-100% [i]

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	SRA [j]
2. Percent of students scoring in bottom quarter:	36.7%
3. Percent of students scoring in top quarter:	20.5%
4. Percent of students scoring above national norm:	40.7%
Math	
5. Standardized test(s) administered:	SRA [j]
6. Percent of students scoring in bottom quarter:	33.8%
7. Percent of students scoring in top quarter:	24.5%
8. Percent of students scoring above national norm:	44.5%
9. District reports alternative assessment data:	Yes [k]
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	55.7%
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	9.9% [l]
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	5.5% [l]
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	3.7% [l]
14. % of schools with magnet programs:	51-75%
15. % of schools with open enrollment programs:	76-100%
16. % of schools with bilingual ed or ESL programs:	76-100%
17. % of schools with privatized/contracted instruction:	None

Goal 4: Quality Teachers

1. Total number of teachers:	2,594
2. Percent of English teachers fully certified:	100.0%
3. Percent of Math teachers fully certified:	100.0%
4. Percent of Science teachers fully certified:	100.0%
5. Percent of teachers who are minority:	11.0%
6. Average teacher salary:	$39,577
7. Average high school class size:	23.8
8. Number of languages spoken by students:	48
9. Number of languages in which instruction is provided	5
10. % of schools with future teacher programs:	76-100%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	26-50%

St. Paul Public Schools

Great City School rank by enrollment: 47

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	NA [m]
-enrolled in four-year colleges:	NA [m]
-enrolled in two-year colleges:	NA [m]
-performing military service:	NA [m]
-employed full-time:	NA [m]
-undetermined:	NA [m]
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	76-100%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	51-75%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	1.4 [n]
2. Drug/alcohol incidents per 1,000 students:	2.1 [o]
3. Suspensions per 1,000 students:	96.6
4. Expulsions per 1,000 students:	1.0
5. Number of schools with health clinics:	6
6. Number of student visits to health clinics:	2,362
7. Total amount of deferred maintenance (in millions):	$110.0
8. Average age of school buildings:	51 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	76-100%
13. % of schools with programs to reduce student suicide and stress:	76-100%
14. % of schools with programs to reduce crime/gangs:	51-75%
15. % of schools with pregnancy prevention programs:	76-100%
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	76-100%

Goal 7: Adequate Funding

1. Bonded debt rating:	Aa
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$6,611 [p]
4. Percent of revenues from local sources:	50.7%
5. Percent of revenues from state sources:	41.6%
6. Percent of revenues from federal sources:	7.7%
7. Percent of state's elementary and secondary expenditures:	6.4%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	23.4
2. % of schools with parenting programs for adults:	1-25%
3. % of schools with parenting programs for teens:	26-50%
4. % of schools with programs for latchkey students:	1-25% [q]
5. % of schools with adult ed or literacy programs:	1-25% [i,r]
6. % of schools with site-based management programs:	1-25%

NOTES

[a] Population of the city of St. Paul, 1992.

[b] Eligible for services under PL94-142.

[c] Includes instructional days in classroom and other days.

[d] System uses Child and Teen Health History, Minneapolis Pre-school Inventory, and Vision and Hearing Screening.

[e] Teacher to pupil ratio does not actually reflect class size since most kindergarten students attend half-day classes.

[f] Annual dropout rate: the number of students who cease to attend school under the "dropout" withdrawal code between September and August of a given school year divided by enrollment, dropouts, and graduates.

[g] 1992-93 and 1990-91 dropout rates are not comparable since data from Area Learning Center, which serves previous dropouts, was included in 1992-93 rate.

[h] Four year dropout rate: the number of students who began school in 1988-89 and whose last withdrawal code was "dropout" (see footnote f) divided by the sum of dropouts, graduates, and those students still enrolled.

[i] These programs are offered at 21 sites but only a few are located in school buildings.

[j] Survey of Basic Skills, grades 3, 5, 7, and 10.

[k] Alternative assessments are used for writing.

[l] The state has instituted the Postsecondary Enrollment Options (PSEO) which has essentially replaced Advanced Placement courses. Students may receive college credit through PSEO.

[m] Graduate follow-up studies which are conducted periodically were not made in 1992-93.

[n] Weapons include firearms, knives, and any devices capable of inflicting bodily harm or death, and any devices designed to inflict bodily harm or death.

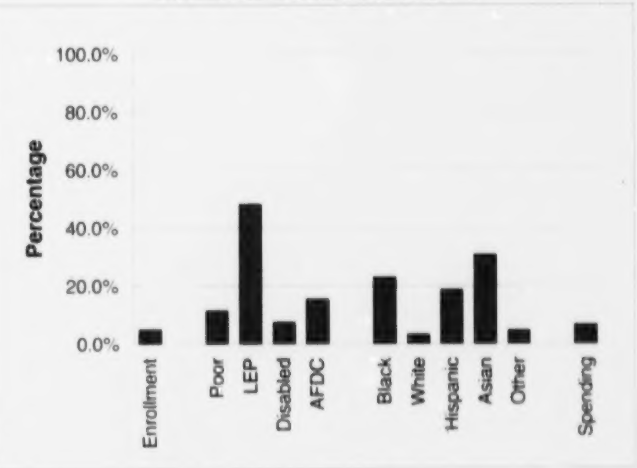
[o] Drug/alcohol related incidents include the possession, use, or being under the influence of any alcoholic product and the possession, sale, distribution, or use of any controlled substance/imitation controlled substance (Minnesota Statute 152.2) while on school grounds or at school sponsored activities.

[p] Figure includes the sum of all revenues from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

[q] Students are bused from other schools to those schools providing latchkey programs.

[r] These programs serve adults city-wide.

St. Paul's Share of Minnesota's Totals



Note: Percentages are rounded to the nearest whole number

San Diego Unified School District

National rank by enrollment: 13

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	1,149,000 [a]
-Public school enrollment:	128,569
-Percent change in enrollment (1990-1992):	+4.5%
-Percent of enrollment free or reduced price lunch:	48.2%
-Percent of enrollment limited-English proficient:	22.7%
-Percent of enrollment disabled:	0.9% [b]
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	16.9%
-Percent of enrollment white:	33.5%
-Percent of enrollment Hispanic:	30.1%
-Percent of enrollment Asian/Pacific Islander:	18.9%
-Percent of enrollment Alaskan/Native American/other:	0.6%
State	
-Percent of state's school enrollment:	2.5%
-Percent of state's school poor:	3.6%
-Percent of state's school limited-English proficient:	3.0%
-Percent of state's school disabled:	0.3%
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	4.8%
-Percent of state's school white:	1.9%
-Percent of state's school Hispanic:	2.1%
-Percent of state's school Asian/Pacific Islander:	4.2%
-Percent of state's school Alaskan/Native American/other:	2.0%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	5
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1993
-Number of days teachers are on duty:	184 [c]
-Teacher bargaining unit:	NEA/SDTA
-Total number of schools:	154
-Court order for desegregation:	State court

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [d]
2. Formalized or standardized assessments used:	Yes [e]
3. Percent of entering 1st graders with:	
-full day of kindergarten:	NA
-half day of kindergarten:	NA
-no prior schooling:	NA
-undetermined:	NA
4. Number of pre-kindergarten pupils per teacher/staff:	24.0
5. Number of kindergarten pupils per teacher/staff:	28.1
6. State requires early childhood/pre-k teacher credential:	No
7. Percent of teachers with early childhood pre-kindergarten credential:	2.2%
8. Percent of teachers with kindergarten or elementary school credential:	3.6%
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	6,106
2. Annual dropout rate:	4.8% [f]
3. Percent change in annual dropout rate (1990-92):	-4.2%
4. 4-year dropout rate:	18.0% [g]
5. Percent change in 4-year dropout rate (1990-92):	-0.8%
6. Unweighted average high school daily attendance rate:	94.1%
7. % of schools with dropout prevention programs for teen mothers:	1-25%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	SAT [h]
2. Percent of students scoring in bottom quarter:	26.5%
3. Percent of students scoring in top quarter:	27.5%
4. Percent of students scoring above national norm:	48.7%
Math	
5. Standardized test(s) administered:	SAT [h]
6. Percent of students scoring in bottom quarter:	26.0%
7. Percent of students scoring in top quarter:	31.5%
8. Percent of students scoring above national norm:	52.8%
9. District reports alternative assessment data:	No [i]
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	73.1%
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	14.8%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	4.2%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	13.4%
14. % of schools with magnet programs:	26-50%
15. % of schools with open enrollment programs:	76-100%
16. % of schools with bilingual ed or ESL programs:	76-100%
17. % of schools with privatized/contracted instruction:	None

Goal 4: Quality Teachers

1. Total number of teachers:	5,324
2. Percent of English teachers fully certified:	99.7%
3. Percent of Math teachers fully certified:	98.3%
4. Percent of Science teachers fully certified:	95.1%
5. Percent of teachers who are minority:	22.7%
6. Average teacher salary:	$40,967
7. Average high school class size:	NA
8. Number of languages spoken by students:	53
9. Number of languages in which instruction is provided	5
10. % of schools with future teacher programs:	1-25%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

San Diego Unified School District

Great City School rank by enrollment: 10

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	NA
-enrolled in four-year colleges:	NA
-enrolled in two-year colleges:	NA
-performing military service:	NA
-employed full-time:	NA
-undetermined:	NA
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	None
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	3.9 [j]
2. Drug/alcohol incidents per 1,000 students:	3.7 [k]
3. Suspensions per 1,000 students:	77.6
4. Expulsions per 1,000 students:	0.8
5. Number of schools with health clinics:	2
6. Number of student visits to health clinics:	600
7. Total amount of deferred maintenance (in millions):	$90.5
8. Average age of school buildings:	30 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	26-50%
11. % of schools with nutrition education programs:	51-75%
12. % of schools with programs for children of drug-addicted parents:	None
13. % of schools with programs to reduce student suicide and stress:	26-50%
14. % of schools with programs to reduce crime/gangs:	26-50%
15. % of schools with pregnancy prevention programs:	26-50%
16. % of schools with programs for homeless children:	None
17. % of schools with progs. to prevent sexual harassment:	None

Goal 7: Adequate Funding

1. Bonded debt rating:	Aa
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$4,568 [l]
4. Percent of revenues from local sources:	44.6%
5. Percent of revenues from state sources:	48.7%
6. Percent of revenues from federal sources:	6.7%
7. Percent of state's elementary and secondary expenditures:	2.5%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	19.3
2. % of schools with parenting programs for adults:	1-25%
3. % of schools with parenting programs for teens:	76-100%
4. % of schools with programs for latchkey students:	None
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	76-100%

NOTES

a Population of the city of San Diego, 1992.

b Eligible for services under PL94-142.

c Includes instructional days in classroom and other days.

d System assesses readiness based on developmental profiles.

e System uses Individual Developmental Profile and Portfolio.

f Dropout rate represents grade 9-12 enrollment. A dropout is defined as student who ceases to attend school between grades 9-12 prior to graduation or attainment of its legal equivalent and who did not return to school or other educational program by mid-October the following year.

g The four year dropout rate is derived by calculating the survival rates for each year to achieve a four year survival rate.

h Stanford Achievement Test, grades 5 and 7.

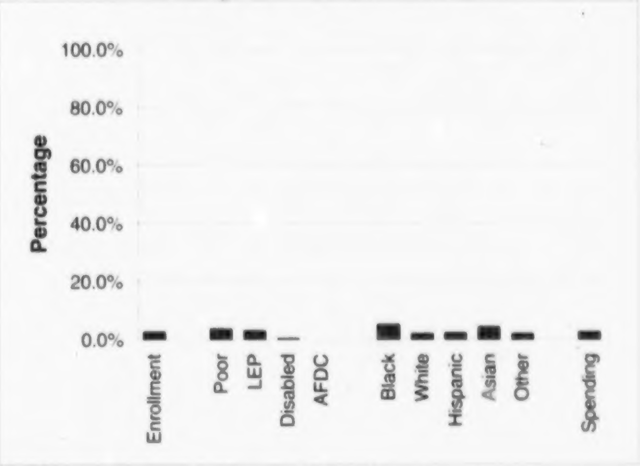
i As of February 1994, system began using the state mandated California Learning Assessment System New Standards Project.

j Weapons include firearms, dirks, daggers, knives with blades longer than 2 inches, razors with an unguarded blade, and laser or stun guns.

k A drug/alcohol related incident includes possessing, selling, furnishing, giving away, being in a place where drugs or alcohol are used, being under the influence of drugs or possessing paraphernalia.

l Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

San Diego's Share of California's Totals



Note: Percentages are rounded to the nearest whole number

San Francisco Unified School District

National rank by enrollment: 50

STUDENT DEMOGRAPHICS (1992-93)

District

-Population of area served (1992):	729,000 [a]
-Public school enrollment:	64,986
-Percent change in enrollment (1990-1992):	+2.3%
-Percent of enrollment free or reduced price lunch:	30.6%
-Percent of enrollment limited-English proficient:	27.7%
-Percent of enrollment disabled:	1.0% [b]
-Percent of enrollment AFDC:	16.5%
-Percent of enrollment African-American:	18.5%
-Percent of enrollment white:	13.9%
-Percent of enrollment Hispanic:	20.2%
-Percent of enrollment Asian/Pacific Islander:	46.6%
-Percent of enrollment Alaskan/Native American/other:	0.7%

State

-Percent of state's school enrollment:	1.3%
-Percent of state's school poor:	1.2%
-Percent of state's school limited-English proficient:	1.8%
-Percent of state's school disabled:	0.2%
-Percent of state's school AFDC:	1.1%
-Percent of state's school African-American:	2.7%
-Percent of state's school white:	0.4%
-Percent of state's school Hispanic:	0.7%
-Percent of state's school Asian/Pacific Islander:	5.3%
-Percent of state's school Alaskan/Native American/other:	1.2%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1992
-Number of days teachers are on duty:	181 [c]
-Teacher bargaining unit:	AFT/NEA
-Total number of schools:	122
-Court order for desegregation:	Federal

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [d]
2. Formalized or standardized assessments used:	Yes [d]
3. Percent of entering 1st graders with:	
-full day of kindergarten:	NA
-half day of kindergarten:	NA
-no prior schooling:	NA
-undetermined:	NA
4. Number of pre-kindergarten pupils per teacher/staff:	3.0
5. Number of kindergarten pupils per teacher/staff:	NA
6. State requires early childhood/pre-k teacher credential:	No
7. Percent of teachers with early childhood pre-kindergarten credential:	NA
8. Percent of teachers with kindergarten or elementary school credential:	NA
9. % of schools with child care for infants of teen moms:	None

Goal 2: Increased Graduation Rates

1. Total number of graduates:	3,662
2. Annual dropout rate:	6.7%
3. Percent change in annual dropout rate (1990-92):	-9.5%
4. 4-year dropout rate:	NA
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	96.4%
7. % of schools with dropout prevention programs for teen mothers:	76-100%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	CTBS/4 [e]
2. Percent of students scoring in bottom quarter:	32.0%
3. Percent of students scoring in top quarter:	19.4%
4. Percent of students scoring above national norm:	41.0%
Math	
5. Standardized test(s) administered:	CTBS/4 [e]
6. Percent of students scoring in bottom quarter:	31.0%
7. Percent of students scoring in top quarter:	26.5%
8. Percent of students scoring above national norm:	46.6%
9. District reports alternative assessment data:	Yes [f]
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	NA
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	NA
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	NA
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	76-100%
16. % of schools with bilingual ed or ESL programs:	76-100%
17. % of schools with privatized/contracted instruction:	1-25%

Goal 4: Quality Teachers

1. Total number of teachers:	3,610
2. Percent of English teachers fully certified:	100.0%
3. Percent of Math teachers fully certified:	100.0%
4. Percent of Science teachers fully certified:	100.0%
5. Percent of teachers who are minority:	39.5%
6. Average teacher salary:	$39,835
7. Average high school class size:	28.0
8. Number of languages spoken by students:	27
9. Number of languages in which instruction is provided	10
10. % of schools with future teacher programs:	51-75%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

San Francisco Unified School District

Great City School rank by enrollment: 25

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	14.1% [g]
-enrolled in four-year colleges:	51.0% [g]
-enrolled in two-year colleges:	27.1% [g]
-performing military service:	1.5% [g]
-employed full-time:	4.3%
-undetermined:	2.0%
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	76-100%
5. % of schools with job training programs for youth:	51-75%
6. % of schools with business collaboratives:	51-75%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	4.5 [h]
2. Drug/alcohol incidents per 1,000 students:	1.2 [i]
3. Suspensions per 1,000 students:	33.7
4. Expulsions per 1,000 students:	1.3
5. Number of schools with health clinics:	6
6. Number of student visits to health clinics:	500
7. Total amount of deferred maintenance (in millions):	$467.0
8. Average age of school buildings:	50 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	76-100%
13. % of schools with programs to reduce student suicide and stress:	76-100%
14. % of schools with programs to reduce crime/gangs:	76-100%
15. % of schools with pregnancy prevention programs:	76-100%
16. % of schools with programs for homeless children:	76-100%
17. % of schools with progs. to prevent sexual harassment:	76-100%

Goal 7: Adequate Funding

1. Bonded debt rating:	A
2. Local school taxing authority:	Dependent
3. Total revenues per student:	$4,544 [j]
4. Percent of revenues from local sources:	25.2%
5. Percent of revenues from state sources:	66.8%
6. Percent of revenues from federal sources:	8.0%
7. Percent of state's elementary and secondary expenditures:	1.2%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	0.4
2. % of schools with parenting programs for adults:	None
3. % of schools with parenting programs for teens:	76-100%
4. % of schools with programs for latchkey students:	51-75%
5. % of schools with adult ed or literacy programs:	None
6. % of schools with site-based management programs:	51-75%

NOTES

[a] Population of the city of San Francisco, 1992.

[b] Eligible for services under PL94-142.

[c] Includes instructional days in classroom and other days.

[d] System uses Brigance Screening.

[e] Comprehensive Test for Basic Skills, grades 1-11.

[f] System uses the California Learning Assessment System.

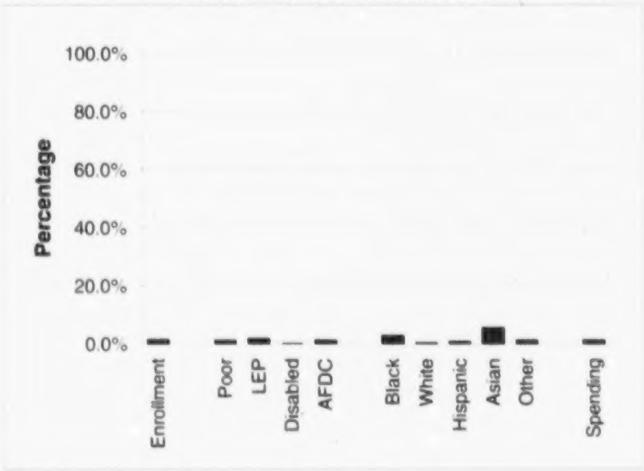
[g] Data is based on information from a survey of 7% of the graduates.

[h] A weapon is defined as any instrument which can cause harm to others.

[i] A drug/alcohol related incident includes the possession of or offer of drugs and/or alcohol, or the negotiated arrangement to sell drugs and/or alcohol.

[j] Figure includes the sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

San Francisco's Share of California's Totals



Note: Percentages are rounded to the nearest whole number

Seattle Public Schools

National rank by enrollment: 80

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	519,000 [a]
-Public school enrollment:	44,076
-Percent change in enrollment (1990-1992):	+1.1%
-Percent of enrollment free or reduced price lunch:	35.5%
-Percent of enrollment limited-English proficient:	11.3%
-Percent of enrollment disabled:	6.5% [b]
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	23.0%
-Percent of enrollment white:	42.5%
-Percent of enrollment Hispanic:	7.2%
-Percent of enrollment Asian/Pacific Islander:	24.1%
-Percent of enrollment Alaskan/Native American/other:	3.2%
State	
-Percent of state's school enrollment:	4.9%
-Percent of state's school poor:	7.7%
-Percent of state's school limited-English proficient:	17.4%
-Percent of state's school disabled:	4.5%
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	26.0%
-Percent of state's school white:	2.6%
-Percent of state's school Hispanic:	5.5%
-Percent of state's school Asian/Pacific Islander:	19.8%
-Percent of state's school Alaskan/Native American/other:	6.1%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	7
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1986
-Number of days teachers are on duty:	182 [c]
-Teacher bargaining unit:	NEA
-Total number of schools:	97
-Court order for desegregation:	Voluntary

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1.	Data collected to assess readiness for kindergarten:	Yes [d]
2.	Formalized or standardized assessments used:	No
3.	Percent of entering 1st graders with:	
	-full day of kindergarten:	20.9%
	-half day of kindergarten:	50.3%
	-no prior schooling:	0.8%
	-undetermined:	28.0%
4.	Number of pre-kindergarten pupils per teacher/staff:	NA
5.	Number of kindergarten pupils per teacher/staff:	NA
6.	State requires early childhood/pre-k teacher credential:	No
7.	Percent of teachers with early childhood pre-kindergarten credential:	NA
8.	Percent of teachers with kindergarten or elementary school credential:	NA
9.	% of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1.	Total number of graduates:	2,153
2.	Annual dropout rate:	17.5% [e]
3.	Percent change in annual dropout rate (1990-92):	+12.2%
4.	4-year dropout rate:	NA
5.	Percent change in 4-year dropout rate (1990-92):	NA
6.	Unweighted average high school daily attendance rate:	90.3%
7.	% of schools with dropout prevention programs for teen mothers:	1-25%

Goal 3: Improved Academic Achievement

	Reading	
1.	Standardized test(s) administered:	CAT [f]
2.	Percent of students scoring in bottom quarter:	26.2%
3.	Percent of students scoring in top quarter:	31.7%
4.	Percent of students scoring above national norm:	53.1%
	Math	
5.	Standardized test(s) administered:	CAT [f]
6.	Percent of students scoring in bottom quarter:	22.6%
7.	Percent of students scoring in top quarter:	34.7%
8.	Percent of students scoring above national norm:	57.5%
9.	District reports alternative assessment data:	No
10.	Percent of 10th graders receiving a passing grade for a full year course in algebra:	37.2%
11.	Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	5.0%
12.	Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	7.1%
13.	Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	0.2%
14.	% of schools with magnet programs:	1-25%
15.	% of schools with open enrollment programs:	26-50%
16.	% of schools with bilingual ed or ESL programs:	76-100%
17.	% of schools with privatized/contracted instruction:	1-25%

Goal 4: Quality Teachers

1.	Total number of teachers:	2,423
2.	Percent of English teachers fully certified:	NA
3.	Percent of Math teachers fully certified:	NA
4.	Percent of Science teachers fully certified:	NA
5.	Percent of teachers who are minority:	22.6%
6.	Average teacher salary:	$34,744
7.	Average high school class size:	NA
8.	Number of languages spoken by students:	75
9.	Number of languages in which instruction is provided	23
10.	% of schools with future teacher programs:	1-25%
11.	% of schools with teacher or staff in-service training in urban culture or race relations:	26-50%

Seattle Public Schools

Great City School rank by enrollment: 38

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	NA
-enrolled in four-year colleges:	NA
-enrolled in two-year colleges:	NA
-performing military service:	NA
-employed full-time:	NA
-undetermined:	NA
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	1-25%
4. % of schools with community service programs:	1-25%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	4.9 [g]
2. Drug/alcohol incidents per 1,000 students:	7.8
3. Suspensions per 1,000 students:	156.3
4. Expulsions per 1,000 students:	8.4
5. Number of schools with health clinics:	5
6. Number of student visits to health clinics:	4,670
7. Total amount of deferred maintenance (in millions):	$170.0
8. Average age of school buildings:	50 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	51-75%
12. % of schools with programs for children of drug-addicted parents:	76-100%
13. % of schools with programs to reduce student suicide and stress:	26-50%
14. % of schools with programs to reduce crime/gangs:	26-50%
15. % of schools with pregnancy prevention programs:	76-100%
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	76-100%

Goal 7: Adequate Funding

1. Bonded debt rating:	Aa
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$7,007 [h]
4. Percent of revenues from local sources:	29.9%
5. Percent of revenues from state sources:	62.1%
6. Percent of revenues from federal sources:	7.9%
7. Percent of state's elementary and secondary expenditures:	6.6%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	1-25%
3. % of schools with parenting programs for teens:	1-25%
4. % of schools with programs for latchkey students:	26-50%
5. % of schools with adult ed or literacy programs:	1-25%
6. % of schools with site-based management programs:	26-50%

NOTES

a Population of the city of Seattle, 1992.

b Eligible for services under PL94-142.

c Includes instructional days in classroom and other days.

d System collects data on students seeking early entrance and on students who attended special education pre-school programs.

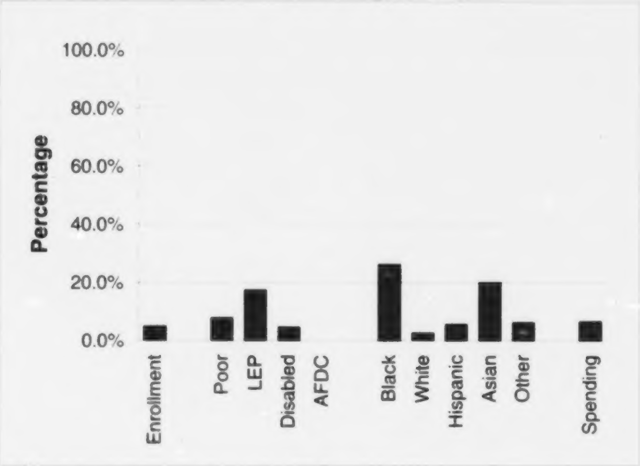
e A dropout is defined as a student who ceases to attend school due to employment, marriage, enlistment in armed services; or a student who fails to return after being suspended/expelled, or a student who transfers without providing proper notification.

f California Achievement Test, grades 1-11.

g A weapon is defined as any object that can reasonably be used to inflict bodily injury.

h Figure includes sum of all revenues from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Seattle's Share of Washington's Totals



Note: Percentages are rounded to the nearest whole number

Toledo Public Schools

National rank by enrollment: 100

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	329,000 [a]
-Public school enrollment:	39,415
-Percent change in enrollment (1990-1992):	-2.6%
-Percent of enrollment free or reduced price lunch:	50.1%
-Percent of enrollment limited-English proficient:	0.5%
-Percent of enrollment disabled:	14.5% [b]
-Percent of enrollment AFDC:	40.9%
-Percent of enrollment African-American:	39.5%
-Percent of enrollment white:	53.7%
-Percent of enrollment Hispanic:	5.7%
-Percent of enrollment Asian/Pacific Islander:	0.9%
-Percent of enrollment Alaskan/Native American/other:	0.1%
State	
-Percent of state's school enrollment:	2.2%
-Percent of state's school poor:	4.6%
-Percent of state's school limited-English proficient:	2.1%
-Percent of state's school disabled:	3.1%
-Percent of state's school AFDC:	5.4%
-Percent of state's school African-American:	5.9%
-Percent of state's school white:	1.4%
-Percent of state's school Hispanic:	9.5%
-Percent of state's school Asian/Pacific Islander:	2.1%
-Percent of state's school Alaskan/Native American/other:	2.5%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	5
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1990
-Number of days teachers are on duty:	182 [c]
-Teacher bargaining unit:	AFT
-Total number of schools:	59
-Court order for desegregation:	NA

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	No [d]
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	17.6%
-half day of kindergarten:	82.4%
-no prior schooling:	0.0%
-undetermined:	NA
4. Number of pre-kindergarten pupils per teacher/staff:	NA
5. Number of kindergarten pupils per teacher/staff:	NA
6. State requires early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	100.0%
8. Percent of teachers with kindergarten or elementary school credential:	100.0%
9. % of schools with child care for infants of teen moms:	None

Goal 2: Increased Graduation Rates

1. Total number of graduates:	1,609
2. Annual dropout rate:	7.8%
3. Percent change in annual dropout rate (1990-92):	+2.4%
4. 4-year dropout rate:	NA
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	92.2%
7. % of schools with dropout prevention programs for teen mothers:	76-100%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	MAT [e]
2. Percent of students scoring in bottom quarter:	NA
3. Percent of students scoring in top quarter:	NA
4. Percent of students scoring above national norm:	50.1%
Math	
5. Standardized test(s) administered:	MAT [e]
6. Percent of students scoring in bottom quarter:	NA
7. Percent of students scoring in top quarter:	NA
8. Percent of students scoring above national norm:	50.6%
9. District reports alternative assessment data:	No
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	NA
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	NA
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	NA
14. % of schools with magnet programs:	1-25%
15. % of schools with open enrollment programs:	76-100%
16. % of schools with bilingual ed or ESL programs:	76-100%
17. % of schools with privatized/contracted instruction:	None

Goal 4: Quality Teachers

1. Total number of teachers:	2,482
2. Percent of English teachers fully certified:	100.0%
3. Percent of Math teachers fully certified:	100.0%
4. Percent of Science teachers fully certified:	100.0%
5. Percent of teachers who are minority:	17.8%
6. Average teacher salary:	$35,456
7. Average high school class size:	22.5
8. Number of languages spoken by students:	25
9. Number of languages in which instruction is provided	25
10. % of schools with future teacher programs:	76-100%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	51-75%

Toledo Public Schools

Great City School rank by enrollment: 44

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	4.0%
-enrolled in four-year colleges:	42.0%
-enrolled in two-year colleges:	7.0%
-performing military service:	6.0%
-employed full-time:	41.0%
-undetermined:	0.0%
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	76-100%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	51-75%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	1.6
2. Drug/alcohol incidents per 1,000 students:	0.5
3. Suspensions per 1,000 students:	407.5
4. Expulsions per 1,000 students:	9.5
5. Number of schools with health clinics:	1
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	$119.0
8. Average age of school buildings:	49 years
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	76-100%
13. % of schools with programs to reduce student suicide and stress:	76-100%
14. % of schools with programs to reduce crime/gangs:	76-100%
15. % of schools with pregnancy prevention programs:	76-100% [f]
16. % of schools with programs for homeless children:	1-25%
17. % of schools with progs. to prevent sexual harassment:	76-100% [f]

Goal 7: Adequate Funding

1. Bonded debt rating:	A
2. Local school taxing authority:	Indepen.
3. Total revenues per student:	$6,324 [g]
4. Percent of revenues from local sources:	49.5%
5. Percent of revenues from state sources:	43.7%
6. Percent of revenues from federal sources:	6.8%
7. Percent of state's elementary and secondary expenditures:	2.5%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	None
3. % of schools with parenting programs for teens:	1-25% [f]
4. % of schools with programs for latchkey students:	51-75%
5. % of schools with adult ed or literacy programs:	26-50%
6. % of schools with site-based management programs:	51-75%

NOTES

a Population of the city of Toledo, 1992.

b Eligible for services under PL94-142.

c Includes instructional days in classroom and other days.

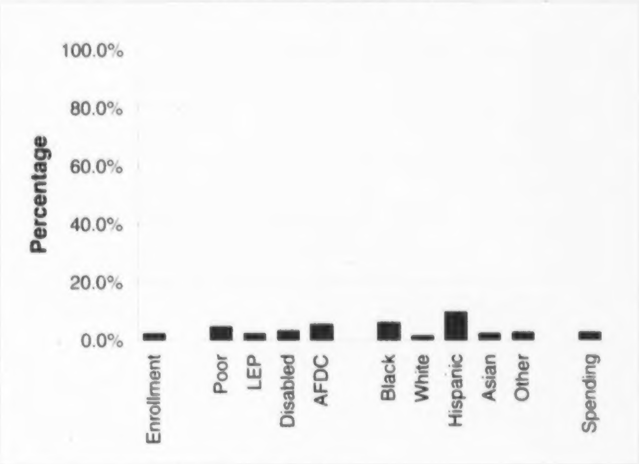
d Age is the only criterion for admission.

e Metropolitan Achievement Test, grades 1-8.

f All high schools and middle schools offer these programs.

g Figure includes sum of all revenues from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Toledo's Share of Ohio's Totals



Note: Percentages are rounded to the nearest whole number

Tucson Unified School District

National rank by enrollment: 57

STUDENT DEMOGRAPHICS (1992-93)

District	
-Population of area served (1992):	415,000 [a]
-Public school enrollment:	58,729
-Percent change in enrollment (1990-1992):	+6.8%
-Percent of enrollment free or reduced price lunch:	47.9%
-Percent of enrollment limited-English proficient:	17.5%
-Percent of enrollment disabled:	9.0% [b]
-Percent of enrollment AFDC:	NA
-Percent of enrollment African-American:	6.1%
-Percent of enrollment white:	49.6%
-Percent of enrollment Hispanic:	38.6%
-Percent of enrollment Asian/Pacific Islander:	2.2%
-Percent of enrollment Alaskan/Native American/other:	3.5%
State	
-Percent of state's school enrollment:	8.7%
-Percent of state's school poor:	12.2%
-Percent of state's school limited-English proficient:	15.7%
-Percent of state's school disabled:	10.7%
-Percent of state's school AFDC:	NA
-Percent of state's school African-American:	13.1%
-Percent of state's school white:	7.1%
-Percent of state's school Hispanic:	12.5%
-Percent of state's school Asian/Pacific Islander:	11.9%
-Percent of state's school Alaskan/Native American/other:	4.5%

DISTRICT CHARACTERISTICS (1992-93)

-Number of School Board members:	5
-How School Board is chosen:	Elected
-School Board term of office:	4 years
-Year current superintendent was hired:	1991
-Number of days teachers are on duty:	202 [c]
-Teacher bargaining unit:	NEA
-Total number of schools:	102
-Court order for desegregation:	Federal

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	No
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	9.2%
-half day of kindergarten:	72.6%
-no prior schooling:	0.0%
-undetermined:	18.2%
4. Number of pre-kindergarten pupils per teacher/staff:	NA
5. Number of kindergarten pupils per teacher/staff:	NA
6. State requires early childhood/pre-k teacher credential:	No
7. Percent of teachers with early childhood pre-kindergarten credential:	NA
8. Percent of teachers with kindergarten or elementary school credential:	NA
9. % of schools with child care for infants of teen moms:	1-25%

Goal 2: Increased Graduation Rates

1. Total number of graduates:	2,845
2. Annual dropout rate:	9.7% [d]
3. Percent change in annual dropout rate (1990-92):	+7.8%
4. 4-year dropout rate:	NA
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Unweighted average high school daily attendance rate:	91.8%
7. % of schools with dropout prevention programs for teen mothers:	76-100%

Goal 3: Improved Academic Achievement

Reading	
1. Standardized test(s) administered:	ITBS [e]
2. Percent of students scoring in bottom quarter:	27.5%
3. Percent of students scoring in top quarter:	19.9%
4. Percent of students scoring above national norm:	43.3%
Math	
5. Standardized test(s) administered:	ITBS [e]
6. Percent of students scoring in bottom quarter:	25.3%
7. Percent of students scoring in top quarter:	21.1%
8. Percent of students scoring above national norm:	45.4%
9. District reports alternative assessment data:	Yes [f]
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	40.0%
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	19.9%
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	6.0%
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	9.4%
14. % of schools with magnet programs:	26-50%
15. % of schools with open enrollment programs:	1-25%
16. % of schools with bilingual ed or ESL programs:	51-75%
17. % of schools with privatized/contracted instruction:	51-75%

Goal 4: Quality Teachers

1. Total number of teachers:	2,901
2. Percent of English teachers fully certified:	100.0%
3. Percent of Math teachers fully certified:	100.0%
4. Percent of Science teachers fully certified:	100.0%
5. Percent of teachers who are minority:	23.8%
6. Average teacher salary:	$32,265
7. Average high school class size:	NA
8. Number of languages spoken by students:	37
9. Number of languages in which instruction is provided	10
10. % of schools with future teacher programs:	76-100%
11. % of schools with teacher or staff in-service training in urban culture or race relations:	76-100%

Tucson Unified School District

Great City School rank by enrollment: 29

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	2.1%
-enrolled in four-year colleges:	44.5% [g]
-enrolled in two-year colleges:	33.0%
-performing military service:	3.7%
-employed full-time:	11.7%
-undetermined:	5.0%
2. % of schools with higher education awareness programs for junior/middle school students:	76-100%
3. % of schools with voter registration programs:	76-100%
4. % of schools with community service programs:	76-100%
5. % of schools with job training programs for youth:	76-100%
6. % of schools with business collaboratives:	76-100%

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	1.1 [h]
2. Drug/alcohol incidents per 1,000 students:	2.9 [i]
3. Suspensions per 1,000 students:	97.0
4. Expulsions per 1,000 students:	1.3
5. Number of schools with health clinics:	0
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	$170.0
8. Average age of school buildings:	NA
9. % of schools with drug education programs:	76-100%
10. % of schools with HIV/STD prevention programs:	76-100%
11. % of schools with nutrition education programs:	76-100%
12. % of schools with programs for children of drug-addicted parents:	76-100%
13. % of schools with programs to reduce student suicide and stress:	76-100%
14. % of schools with programs to reduce crime/gangs:	76-100%
15. % of schools with pregnancy prevention programs:	76-100%
16. % of schools with programs for homeless children:	76-100%
17. % of schools with progs. to prevent sexual harassment:	76-100%

Goal 7: Adequate Funding

1. Bonded debt rating:	Aaa
2. Local school taxing authority:	Dependent
3. Total revenues per student:	$4,386 [j]
4. Percent of revenues from local sources:	45.0%
5. Percent of revenues from state sources:	49.9%
6. Percent of revenues from federal sources:	5.1%
7. Percent of state's elementary and secondary expenditures:	7.9%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	1.0
2. % of schools with parenting programs for adults:	None
3. % of schools with parenting programs for teens:	76-100%
4. % of schools with programs for latchkey students:	1-25%
5. % of schools with adult ed or literacy programs:	None
6. % of schools with site-based management programs:	76-100%

NOTES

a Population of the city of Tucson, 1992.

b Eligible for services under PL94-142.

c Includes instructional days in classroom and other days.

d 1992-93 data may be unreliable. System uses U.S. Department of Education dropout rate definition.

e Iowa Test of Basic Skills, grades 4 and 7; (TAP) Test of Achievement and Proficiency, grade 10.

f System uses Language Arts Performance (grades 2-8), Reading Writing Performance (grades 9-11), Mastery of Essential Skills (grades 2-11).

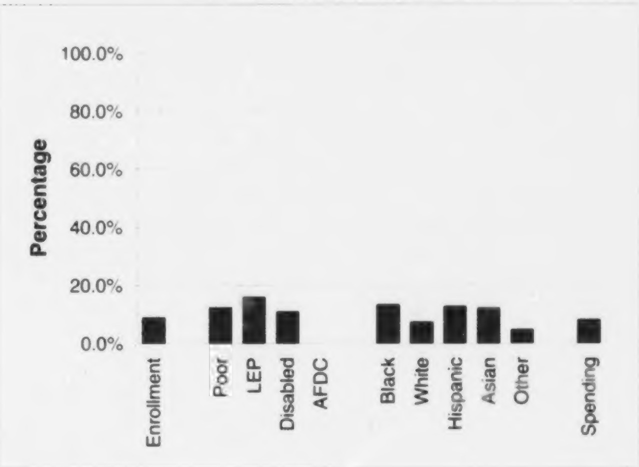
g 77.1% of graduates are pursuing or planning to pursue higher education at a 2-year or 4-year college/university.

h Weapons include firearms, knives, explosives, inflammable material, or any other items that may cause bodily injury or death.

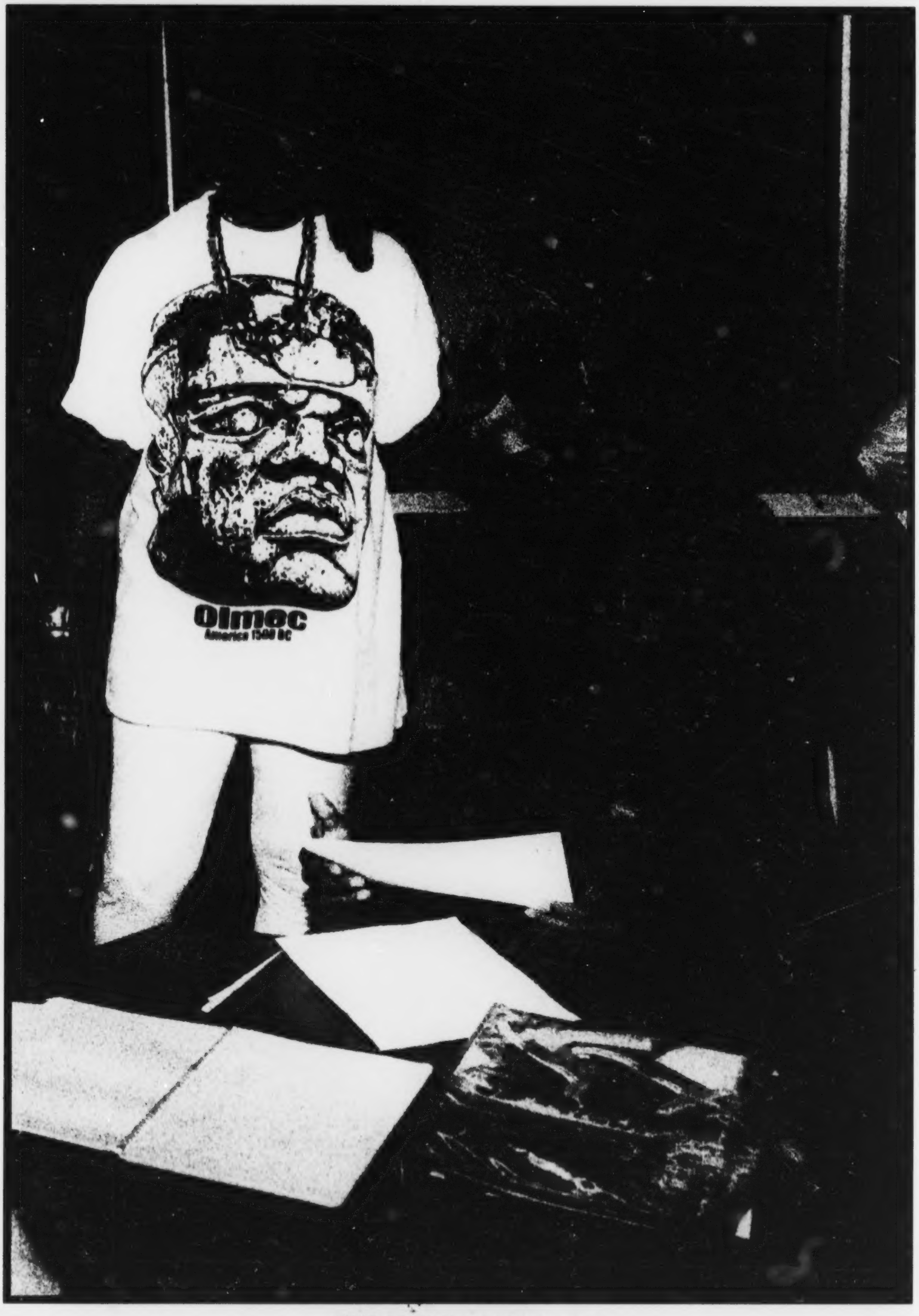
i A drug/alcohol related incident includes the possession, use, or sale of any substance capable of producing a change in behavior or altering a state of mind or feeling.

j Figure includes sum of all revenues from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Tucson's Share of Arizona's Totals



Note: Percentages are rounded to the nearest whole number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Chapter VII:
About the Council

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Chapter VII: About the Council

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About the Council

The Council of the Great City Schools is a membership organization composed of 50 of the nation's largest urban public school systems. On its Board of Directors sit the Superintendent and one Board of Education member from each city, making it the only national education organization so constituted and the only one whose sole purposes and functions are urban.

The organization devotes itself to the promotion and advancement of education in inner-city public schools through public and legislative advocacy, research and information exchange. The Council's membership serves over five million inner-city youth or about 13.5% of the nation's public school enrollment. About 36% of the nation's African-American, 30% of its Hispanic, and 21% of its Asian American children are being educated daily in our member urban school systems.

Since its founding in 1961, the Council has served its members by focusing national attention on the unique needs and challenges of urban schools and providing a coalition through which the largest urban school systems could more effectively communicate with each other to reach common objectives. Amidst a background of cultural and ethnic diversity, the Council extends beyond its membership to other national organizations, businesses and government, and opinion leaders to arrive at solutions and serve as the nation's chief voice for urban school children through the strength of alliance.

COUNCIL STAFF

Joseph Fernandez	President
Michael Casserly	Executive Director
Teresita ValeCruz	Director of Finance, Administration, and Conferences
Henry Duvall	Director of Communications
Cecilia Ottinger	Director of Research
Robert Carlson	Director of Management Services
Jeff Simmering	Director of Legislative Services
Adrienne Bailey	Director of Instruction
Terry Tabor	Executive Assistant
Alisa Adams	Finance and Administration Specialist
Claire McIntyre	Communications Specialist
Jim Baek	Research Specialist
Mark Root	Technology and Systems Specialist
Jennifer Yanez-Pastor	Legislative Specialist
Renee Carr	Receptionist/Secretary

EXECUTIVE COMMITTEE

July 1, 1994 - June 30, 1995

OFFICERS

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Chair-Elect: Ellen Roe, Seattle Board of Education

Secretary-Treasurer: Franklin Smith, Washington D.C. Superintendent

Past Chair: Loretta Heard, Columbus Board of Education

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Waldemar Rojas, Superintendent, San Francisco
David Snead, Superintendent, Detroit
Kent Weeks, Board Member, Nashville

BOARD OF DIRECTORS AND MEMBER DISTRICTS

1994-95

As of July 5, 1994

CITY	SUPERINTENDENTS	BOARD MEMBERS
Atlanta	Lester W. Butts	Jean Dodd
Baltimore	Walter G. Amprey	Phillip H. Farfel
Birmingham	Cleveland Hammonds	Barry Clemmons
Boston	Lois Harrison Jones	Paul Parks
Broward Co.	Frank Petruzielo	Robert Parks
Buffalo	Albert Thompson	Mozella Richardson
Chicago	Argie Johnson	Florence B. Cox
Cleveland	Sammie Campbell Parrish	(to be announced)
Columbus	Lawrence Mixon	Loretta Heard
Dade County	Octavio J. Visiedo	G. Holmes Braddock
Dallas	Chad Woolery	Rene Castilla
Dayton	James Williams	Joey Williams
Denver	Evie Dennis	Sharon Bailey
Detroit	David Snead	April Howard Coleman
El Paso	Stan Paz	Barbara F. Coleman
Fresno	Charles E. McCully	Manuel Nunez
Houston	Rod Paige	Don McAdams
Indianapolis	Duncan Pritchett*	Mary E. Busch
Kansas City	Walter Marks	(to be announced)
Long Beach	Carl Cohn	Jenny Oropeza
Los Angeles	Sidney Thompson	(to be announced)
Louisville	Stephen W. Daeschner	(to be announced)
Memphis	Gerry House	Barbara Prescott
Milwaukee	Howard Fuller	Jeanette Mitchell
Minneapolis	Peter Hutchinson	Sandra Harp
Nashville	Richard Benjamin	Kent Weeks
Newark	Eugene Campbell	Evelyn Williams
New Orleans	Morris L. Holmes	Cheryl Cramer
New York City	Ramon Cortines	Luis O. Reyes
Norfolk	Roy D. Nichols, Jr.	Robert Hicks
Oakland	Richard P. Mesa	Toni Cook
Oklahoma City	Betty G. Mason	Leo Hise
Omaha	Norbert Schuerman	Ann Mactier
Palm Beach	C. Monica Uhlhorn	(to be announced)
Philadelphia	David Hornbeck	Rotan Lee
Phoenix	Rene Diaz*	Sharon Kracht
Pittsburgh	Louise Brennen	Valerie McDonald
Portland	John E. Bierwirth	Roby Roberts
Providence	Arthur Zarrella	Roosevelt Benton
Rochester	Manuel Rivera	Rachael Hedding
Sacramento	Terry Grier	Louise Perez
St. Louis	David Mahan	John Mahoney
St. Paul	Curman Gaines	Becky Montgomery
San Diego	Bertha Pendleton	Ann Armstrong
San Francisco	Waldemar Rojas	Dan Kelly
Seattle	William Kendrick	Ellen Roe
Toledo	Crystal Ellis	Wilma D. Brown
Tucson	George F. Garcia	Robert Miranda
Washington, D.C.	Franklin Smith	Karen Shook

*Interim Superintendent

COUNCIL PUBLICATIONS

Urban School Safety: Strategies of the Great City Schools - March 1994

Critical Educational Trends: A Poll of America's Urban Schools - March 1994

Caring Schools, Caring Communities: An Urban Blueprint for Comprehensive School Health and Safety - January 1994

Systemic Reform of Mathematics and Science Education: An Urban Blueprint - January 1993

National Urban Education Goals: Baseline Indicators, 1990-91 - September 1992

Toward Achieving the Goals: Projects of the Partners in the 1991 Urban Education Summit - March 1992 - Companion report to Strategies to Success, describes national organization efforts to reach Council's urban education goals through programs, publications and collaboratives. $10.00

Profiles of AIDS Education and HIV Prevention Programs in the Great City Schools - November 1991 - 56 pgs. - Study conducted in collaboration with National Association of State Boards of Education surveys 45 member school districts on AIDS/HIV programs including grade levels, responsible staff, instructional time, parental involvement, educational materials and local agency involvement. Profiles summarized in table and narrative formats. $12.00 (Available only to member districts.)

Strategies for Success - January 1991 - Based on the Council's six national urban education goals for the year 2000, the report involves various strategies for achieving each goal, including successful programs from both school districts and national organizations. Report is result of collaboration between Council member districts and over 70 associations, foundations and businesses. $10.00

Results 2000 - Fall 1990 - 76 pgs. - Focuses on six educational goals to be attained by the year 2000 by Great City schools. Uses case studies of member school districts to examine how progress is being made to meet the goals. Report also explores factors contributing to the progress and suggests ways to assist schools in reaching the goals. $15.00

Minority Student Access to and Preparation for Higher Education - March 1990 - 28 pgs. -Study conducted in conjunction with the Educational Equality Project of the College Board -Tackles issue of minority (African-American and Hispanic) student participation in higher education and factors that contribute to decreasing enrollments. Based on results of 36 member district survey responses, study explores programs and curriculum geared to improve minority student college admission/enrollment. Also offers recommendations for improving opportunities and reducing barriers. $12.00

Teaching and Leading in the Great City Schools - Fall 1988 - 96 pgs. - Examines challenges involved with the recruiting, retaining and training of urban teachers and administrators. Exemplary programs from Great City school districts are described. Overview of successful approaches and most pressing needs included. $19.95

Challenges to Urban Education: Results in the Making - 1987 - 91 pgs. - Focuses on key issues facing urban students and recommends reform in the areas of educational achievement, postsecondary education opportunities and youth employment, health care, parental and community involvement, and buildings and facilities. Describes successful programs in member school districts relating to the recommendations. $20.45

Special Education: Views from America's Cities - November, 1986 - 71 pgs. - Study conducted by Research for Better Schools, Philadelphia, PA in conjunction with special education and research directors from Great City schools. Examines special education in 33 member school districts and includes survey used to create report. Contains both statistical and narrative formats. Includes evaluation and placement processes, participation in vocational education programs, variation of local programs and recommendations for policy makers. $12.00

The Condition of Education in the Great City Schools - A Statistical Profile 1980-86 - 1986 - 58 pgs. - Presents a statistical overview of Great City Schools in terms of demographics, student enrollment by race, economic level, handicapped and vocational education, and limited English proficiency. Also presents statistics for Boards of Education, superintendents, teachers, school finances and Federal program funds. $12.00

Survey of Computer Professional Development Programs in the Great Cities - June 18, 1985 - Collection of professional development technology programs including computers, video transmissions and telecommunications in use by member districts. Includes courses, workshops and seminars utilized by individual school systems to train personnel as well as district objectives and computer certification requirements. $12.00

The Maintenance Gap: Deferred Repair and Renovation in the Nation's Elementary and Secondary Schools - January 1983 - Joint report between Council, American Association of School Administrators and National School Boards Association - Explores condition of facilities in 100 school systems, including urban, suburban and rural districts and the factors that lie behind building deterioration. Identifies 14 major areas of school repair and presents data for school systems including maintenance budget figures and deferred expenditures. $12.00

The Effect of Tuition Tax Credits on Federal Expenditures for Public and Private Education - November 1983 - 17 pgs. - Describes effects of proposed "Educational Opportunity and Equity Act of 1983" which would provide tax credits to parents of children enrolled in private schools, while decreasing funding for public schools. Report compares federal spending for public and private education students before and after tuition tax credits and centers on question of equity and likely consequences of passage. Proposed legislation applies to grades 1-12. Data compiled from 40 urban, rural and suburban school districts across the country. $12.00

Survey and Analysis of Technology in the Great Cities - November 1983 - Explores use of computers in schools for administrative and instructional purposes including purchasing, maintenance and finance perspectives. Applications range from food services, payroll, and student records to library book inventories and computer science courses. School system profiles provide information on factors such as types of equipment, budget, planning and staff training. $12.00

Student Performance Assessment in the Great City Schools - 1982 - 158 pgs. - Report limited to norm-referenced, criterion-referenced and minimum competency tests that measure academic achievement. Topics include test origin and selection process, test purpose and administration, and analyzation and destination of test results. Provides detailed tables and profiles for 28 member districts. $12.00

Minimum Competency Testing in the Great City Schools - September 1979 - 87 pgs. - Poses central question of varying definitions of competency and validity of testing procedures. Evaluation programs assessing proficiency in areas including basic reading, mathematics and writing are examined, in addition to factors such as use of test results, origin of tests and special student policies. Report does not include standard achievement testing. Provides program descriptions from 28 member districts. $12.00

1993-94 Council Directory (including member district addresses, phone #s and staff - available only to member districts). $12.00

Also available:

Video - Town Hall Meeting on School Choice from the Council's 1992 Fall Conference in Milwaukee, Wisconsin. Charlayne Hunter-Gault moderated a debate among six panelists including Wisconsin state legislator Polly Williams; D.C. Schools Superintendent Franklin Smith; Mae Gaskins of Education Alternatives; University of Wisconsin professor Alex Molnar; Robert Lowe of National Louis University; and Daniel McKinley of Partners Advancing Values in Education. $20.00

Video - Town Hall Meeting on School Safety and Violence from the Council's 1993 Fall Conference in Houston, Texas. Discussion moderated by Dan Rather features nine panelists: professor Cornel West; Assistant Secretary of Education Thomas Payzant; White House drug czar Lee Brown; Houston Superintendent Frank Petruzielo; Council President Joseph Fernandez; Chicago Board of Education member Florence Cox; Detroit community activist Aqueelah Ahmed; actor Edward Olmos; and pollster Lou Harris. $19.95

The Great City Schools

STUDENT DEMOGRAPHICS (1992-93)

Great City Schools	
-Population of area served (1992):	41,573,997 [a]
-Public school enrollment:	5,763,126 [b]
-Percent change in enrollment (1990-1992):	+3.1%
-Percent of enrollment free or reduced price lunch:	58.4%
-Percent of enrollment limited-English proficient:	15.8%
-Percent of enrollment disabled:	8.7% [c]
-Percent of enrollment AFDC:	31.9%
-Percent of enrollment African-American:	42.1%
-Percent of enrollment white:	23.5%
-Percent of enrollment Hispanic:	27.9%
-Percent of enrollment Asian/Pacific Islander:	6.0%
-Percent of enrollment Alaskan/Native American/other:	0.5%
Nation	
-Percent of nation's school enrollment:	13.5% [d]
-Percent of nation's school poor:	22.1% [d]
-Percent of nation's school limited-English proficient:	35.9% [d]
-Percent of nation's school disabled:	10.5% [d]
-Percent of nation's school AFDC:	21.4% [d]
-Percent of nation's school African-American:	36.1% [d]
-Percent of nation's school white:	4.8% [d]
-Percent of nation's school Hispanic:	29.8% [d]
-Percent of nation's school Asian/Pacific Islander:	21.2% [d]
-Percent of nation's school Alaskan/Native American/other	6.8% [d]

DISTRICT CHARACTERISTICS (1992-93)

-Most common number of School Board members:	7
-Most common way School Board is chosen:	Elected
-Most common School Board term of office:	4 years
-Most common year current superintendent was hired:	1992
-Average number of days teachers are on duty:	187 [e]
-Most common teacher bargaining unit:	AFT
-Total number of schools:	7,637
-Court order for desegregation:	NA

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	Yes [f]
2. Formalized or standardized assessments used:	Yes [g]
3. Percent of entering 1st graders with:	
-full day of kindergarten:	66.0%
-half day of kindergarten:	17.6%
-no prior schooling:	6.8%
-undetermined:	9.6%
4. Number of pre-kindergarten pupils per teacher/staff:	11.6 [h]
5. Number of kindergarten pupils per teacher/staff:	23.3 [h]
6. States require early childhood/pre-k teacher credential:	Yes
7. Percent of teachers with early childhood pre-kindergarten credential:	71.9%
8. Percent of teachers with kindergarten or elementary school credential:	76.2%
9. % of schools with child care for infants of teen moms:	NA

Goal 2: Increased Graduation Rates

1. Total number of graduates:	217,505
2. Median annual dropout rate:	8.7% [i]
3. Percent change in annual dropout rate (1990-92):	-1.1%
4. Median 4-year dropout rate:	28.4% [i]
5. Percent change in 4-year dropout rate (1990-92):	+8.8%
6. Median unweighted high school daily attendance rate:	87.7%
7. % of schools with dropout prevention programs for teen mothers:	NA

Goal 3: Improved Academic Achievement

Reading	
1. Most common standardized test(s) administered:	CTBS, CAT [j]
2. Percent of students scoring in bottom quarter:	32.9% [k]
3. Percent of students scoring in top quarter:	18.3% [k]
4. Percent of students scoring above national norm:	40.0% [k]
Math	
5. Most common standardized test(s) administered:	CTBS, CAT [j]
6. Percent of students scoring in bottom quarter:	29.6% [k]
7. Percent of students scoring in top quarter:	23.4% [k]
8. Percent of students scoring above national norm:	45.4% [k]
9. Districts report alternative assessment data:	Yes [l]
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	34.5%
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	5.4% [m]
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	2.9% [m]
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	3.6% [m]
14. % of schools with magnet programs:	NA
15. % of schools with open enrollment programs:	NA
16. % of schools with bilingual ed or ESL programs:	NA
17. % of schools with privatized/contracted instruction:	NA

Goal 4: Quality Teachers

1. Total number of teachers:	308,814
2. Percent of English teachers fully certified:	95.1%
3. Percent of Math teachers fully certified:	92.6%
4. Percent of Science teachers fully certified:	92.7%
5. Percent of teachers who are minority:	39.5%
6. Average teacher salary:	$39,319 [n]
7. Median high school class size:	24.5 [o]
8. Number of languages spoken by students:	NA
9. Number of languages in which instruction is provided	NA
10. % of schools with future teacher programs:	NA
11. % of schools with teacher or staff in-service training in urban culture or race relations:	NA

The Great City Schools

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	6.5% [p]
-enrolled in four-year colleges:	26.0% [p]
-enrolled in two-year colleges:	42.2% [p]
-performing military service:	3.0% [p]
-employed full-time:	10.1% [p]
-undetermined:	12.2% [p]
2. % of schools with higher education awareness programs for junior/middle school students:	NA
3. % of schools with voter registration programs:	NA
4. % of schools with community service programs:	NA
5. % of schools with job training programs for youth:	NA
6. % of schools with business collaboratives:	NA

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	3.5
2. Drug/alcohol incidents per 1,000 students:	1.9
3. Suspensions per 1,000 students:	131.4
4. Expulsions per 1,000 students:	3.5
5. Number of schools with health clinics:	526 [q]
6. Number of student visits to health clinics:	951,166 [r]
7. Total amount of deferred maintenance (in millions):	$13.3 b [s]
8. Average age of school buildings:	47 years [t]
9. % of schools with drug education programs:	NA
10. % of schools with HIV/STD prevention programs:	NA
11. % of schools with nutrition education programs:	NA
12. % of schools with programs for children of drug-addicted parents:	NA
13. % of schools with programs to reduce student suicide and stress:	NA
14. % of schools with programs to reduce crime/gangs:	NA
15. % of schools with pregnancy prevention programs:	NA
16. % of schools with programs for homeless children:	NA
17. % of schools with progs. to prevent sexual harassment:	NA

Goal 7: Adequate Funding

1. Most common bonded debt rating:	Aa
2. Most common local school taxing authority:	Indepen.
3. Total revenues per student:	$6,161 [u]
4. Percent of revenues from local sources:	42.3%
5. Percent of revenues from state sources:	46.9%
6. Percent of revenues from federal sources:	10.9%
7. Percent of state elem. and secondary expenditure:	13.7% [v]
8. Percent of federal elem. and secondary expenditure:	22.1% [w]

Goal 8: Increased Parental Involvement

1. Median parental volunteer hours per student:	3.20 [x]
2. % of schools with parenting programs for adults:	NA
3. % of schools with parenting programs for teens:	NA
4. % of schools with programs for latchkey students:	NA
5. % of schools with adult ed or literacy programs:	NA
6. % of schools with site-based management programs:	NA

NOTES

[a] Sum of the populations of 51 Great Cities. City/county and school system boundaries may not correspond.

[b] Sum of the enrollments for 51 Great City Schools.

[c] Eligible for services under PL94-142.

[d] See "Nation Profile" for notes.

[e] Includes instructional days in classroom and other days. Represents average for 51 districts.

[f] Data based on 41 school districts. See Figure 20.

[g] Many Great City Schools use readiness assessments including locally developed screens.

[h] Data include districts which reported figures for teachers and paraprofessionals, and districts which reported data just for teachers only.

[i] Figure represents the median dropout rate for grades 9-12 among 41 Great City Schools. Due to differences in dropout rate formulas and dropout definitions, rates among the various school systems are not comparable.

[j] Comprehensive Test of Basic Skills; California Achievement Test.

[k] Reading and math achievement test data are based on 36 and 37 districts, respectively. Test results are not comparable across the various school systems.

[l] Many Great City Schools administered locally developed alternative assessments.

[m] Data based on percentage of 11th and 12th graders completing courses not passing the tests.

[n] Average represents adjustment for number of teachers in each Great City School; not an average of the averages. Data are from Educational Research Service and individual systems.

[o] Data based on median high school class size for 20 Great City Schools.

[p] Data based on both post-graduate follow-studies and student surveys. In some cases, data represent students' future plans rather than their actual participation in the various programs. Data from 27 districts.

[q] Figures do not include typical nurse's offices.

[r] Some districts reported number of students who visited, not total number of visits.

[s] Data include deferred repair and maintenance needs only.

[t] Figure is the average of the average age of school buildings for 34 districts.

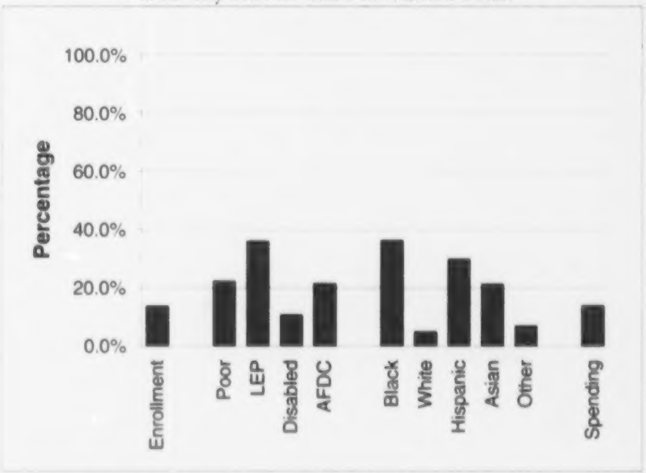
[u] Data include sum of revenues from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

[v] State data include sum of K-12 expenditure for states in which the Great City Schools are located.

[w] Federal expenditure data are from National Education Association, 1992-93.

[x] Some school districts included hours for volunteers other than parents.

Great City Schools' Share of Nation's Totals



Note: Percentages are rounded to the nearest whole number

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The Nation

STUDENT DEMOGRAPHICS (1992-93)

-Population of area served (1992):	######### [a]
-Public school enrollment (1992-93):	42,734,746
-Percent change in enrollment (1990-1992):	+3.7%
-Percent of enrollment free or reduced price lunch:	38.6% [b]
-Percent of enrollment limited-English proficient:	4.9% [c]
-Percent of enrollment disabled:	10.0% [d]
-Percent of enrollment AFDC:	21.8% [e]
-Percent of enrollment African-American:	15.2% [f]
-Percent of enrollment white:	64.0% [f]
-Percent of enrollment Hispanic:	12.2% [f]
-Percent of enrollment Asian/Pacific Islander:	3.7% [f]
-Percent of enrollment Alaskan/Native American/other:	0.9% [f]
Nation	
-Percent of nation's school enrollment:	100.0%
-Percent of nation's school poor:	100.0% [g]
-Percent of nation's school limited-English proficient:	100.0%
-Percent of nation's school disabled:	100.0%
-Percent of nation's school AFDC:	100.0%
-Percent of nation's school African-American:	100.0%
-Percent of nation's school white:	100.0%
-Percent of nation's school Hispanic:	100.0%
-Percent of nation's school Asian/Pacific Islander:	100.0%
-Percent of nation's school Alaskan/Native American/other	100.0%

DISTRICT CHARACTERISTICS (1992-93)

-Most Common number of School Board members:	NA
-Most common way School Board is chosen:	Elected
-Most common School Board term of office:	NA
-Most common year current superintendent was hired:	NA
-Average number of days teachers are on duty:	NA
-Most common teacher bargaining unit:	NEA
-Total number of schools:	86,287 [h]
-Court order for desegregation:	No

GOAL INDICATORS (1992-93)

Goal 1: Readiness to Learn

1. Data collected to assess readiness for kindergarten:	No
2. Formalized or standardized assessments used:	No
3. Percent of entering 1st graders with:	
-full day of kindergarten:	NA
-half day of kindergarten:	NA
-no prior schooling:	NA
-undetermined:	NA
4. Number of pre-kindergarten pupils per teacher/staff:	NA
5. Number of kindergarten pupils per teacher/staff:	NA
6. Require early childhood/pre-k teacher credential:	No
7. Percent of teachers with early childhood pre-kindergarten credential:	NA
8. Percent of teachers with kindergarten or elementary school credential:	82.9%
9. % of schools with child care for infants of teen moms:	NA

Goal 2: Increased Graduation Rates

1. Total number of graduates:	2,257,738 [i]
2. Average annual dropout rate (1991-92):	4.4% [j]
3. Percent change in annual dropout rate (1990-92):	+7.3% [k]
4. 4-year dropout rate:	NA
5. Percent change in 4-year dropout rate (1990-92):	NA
6. Median attendance rate:	93.2% [l]
7. % of schools with dropout prevention programs for teen mothers:	NA

Goal 3: Improved Academic Achievement

Reading	
1. Most commonly administered standardized test(s):	NA
2. Percent of students scoring in bottom quarter:	25.0% [m]
3. Percent of students scoring in top quarter:	25.0% [m]
4. Percent of students scoring above national norm:	50.0% [m]
Math	
5. Most commonly administered standardized test(s):	NA
6. Percent of students scoring in bottom quarter:	25.0% [m]
7. Percent of students scoring in top quarter:	25.0% [m]
8. Percent of students scoring above national norm:	50.0% [m]
9. Alternative assessment data:	NA
10. Percent of 10th graders receiving a passing grade for a full year course in algebra:	NA
11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English:	2.5% [n]
12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math:	1.6% [n]
13. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science:	1.1% [n]
14. % of schools with magnet programs:	NA
15. % of schools with open enrollment programs:	NA
16. % of schools with bilingual ed or ESL programs:	NA
17. % of schools with privatized/contracted instruction:	NA

Goal 4: Quality Teachers

1. Total number of teachers:	2,457,737 [o]
2. Percent of English teachers fully certified:	96.7% [p]
3. Percent of Math teachers fully certified:	95.2% [p]
4. Percent of Science teachers fully certified:	98.1% [p]
5. Percent of teachers who are minority:	12.2% [q]
6. Average teacher salary:	$35,000 [r]
7. Average high school class size:	NA
8. Number of languages spoken by students:	NA
9. Number of languages in which instruction is provided	NA
10. % of schools with future teacher programs:	NA
11. % of schools with teacher or staff in-service training in urban culture or race relations:	NA

Goal 5: Postsecondary Opportunities

1. Percent of graduates:	
-enrolled in postsecondary vocational programs:	3.5% [s]
-enrolled in four-year colleges:	36.9% [s]
-enrolled in two-year colleges:	21.9% [s]
-performing military service:	NA
-employed full-time:	NA
-undetermined:	37.7% [s]
2. % of schools with higher education awareness programs for junior/middle school students:	NA
3. % of schools with voter registration programs:	NA
4. % of schools with community service programs:	NA
5. % of schools with job training programs for youth:	NA
6. % of schools with business collaboratives:	NA

Goal 6: Safe and Caring Environment

1. Weapons incidents per 1,000 students:	NA
2. Drug/alcohol incidents per 1,000 students:	NA
3. Suspensions per 1,000 students:	NA
4. Expulsions per 1,000 students:	NA
5. Number of schools with health clinics:	NA
6. Number of student visits to health clinics:	NA
7. Total amount of deferred maintenance (in millions):	NA
8. Average age of school buildings:	NA [t]
9. % of schools with drug education programs:	NA
10. % of schools with HIV/STD prevention programs:	NA
11. % of schools with nutrition education programs:	NA
12. % of schools with programs for children of drug-addicted parents:	NA
13. % of schools with programs to reduce student suicide and stress:	NA
14. % of schools with programs to reduce crime/gangs:	NA
15. % of schools with pregnancy prevention programs:	NA
16. % of schools with programs for homeless children:	NA
17. % of schools with progs. to prevent sexual harassment:	NA

Goal 7: Adequate Funding

1. Most common bonded debt rating:	NA
2. Most common local school taxing authority:	Independ.
3. Total revenues per student:	$5,774 [u]
4. Percent of revenues from local sources:	46.4% [v]
5. Percent of revenues from state sources:	46.8% [v]
6. Percent of revenues from federal sources:	6.7% [v]
7. Percent of state's elementary and secondary expenditures:	100.0%

Goal 8: Increased Parental Involvement

1. Parental volunteer hours per student:	NA
2. % of schools with parenting programs for adults:	NA
3. % of schools with parenting programs for teens:	NA
4. % of schools with programs for latchkey students:	NA
5. % of schools with adult ed or literacy programs:	NA
6. % of schools with site-based management programs:	NA

NOTES

[a] Total resident population of the United States, 1992.

[b] Data are from U.S. Department of Agriculture. Food and Nutrition Service, fy 1993.

[c] Data are from Office of Bilingual Education and Minority Language Affairs, U.S. Department of Education, 1991.

[d] Data are from National Center for Education Statistics, school year 1991-92. Eligible for services under PL94-142.

[e] Data are from U.S. Department of Health and Human Services, 1992.

[f] National Center for Education Statistics, 1994.

[g] Participation in free or reduced price lunch program is used as measure for identifying poor students.

[h] National Center for Education Statistics, 1994.

[i] Source: National Education Association, "Estimates" data bank, 1992-93.

[j] Data are from NCES, 1993. Dropout rate is based on formula and dropout definitions which may differ significantly with those of many of the Great City Schools. Data are average dropout rate compared with the median dropout rate for Great City Schools.

[k] Percent change represents data from NCES, 1990-91 and 1992-93.

[l] Data are from estimated average daily attendance and fall enrollment for 1992-93, NEA.

[m] Data represent the expected number of students scoring in each category, not the actual number.

[n] Data are percents of students nationally who took the Advanced Placement exam in each subject ; about 57.7% in English, 68.1% in math, and 60.5% in science scored with a grade of 3 or higher. Source: The College Board, 1994.

[o] Data are from National Education Association, 1992-93.

[p] Data are same as data reported in "National Urban Education Goals: Baseline Indicators, 1990-91."

[q] Source: American Association of Colleges for Teacher Education, 1991.

[r] Data are from National Education Association, 1992-93.

[s] Figures for postsecondary plans represent 1992-93 Census Bureau data for individuals who graduated from high school in 1992.

[t] The average age of buildings in 25% of the nation's school districts was less than 25 years, 45% were between 25 and 45 years, and 31% were greater than 45 years. See figure 97.

[u] Data include national sum of local, state, and federal revenue estimates divided by national K-12 public school enrollment. Source: NEA, 1994.

[v] Data are based on 1992-93 revenues estimates. Source: NEA, 1994.